

# THE UNIVERSITY OF SCRANTON

A JESUIT UNIVERSITY



The Graduate School Catalog  
2002-2003

## *Accreditations of Graduate Programs*

The Commission on Higher Education of the Middle States Association of Colleges and Schools accredits The University of Scranton. In addition, The Graduate School is the only graduate school in Northeastern Pennsylvania to be accredited by all the following professional associations. The Graduate Program areas and associated accreditations are:

### **Master of Science degrees in Education and School Counseling**

Pennsylvania Department of Education (PDE)

National Council for Accreditation of Teacher Education (NCATE)

### **Master of Health Administration degree**

Accrediting Commission on Education for Health Services

Administration (ACEHSA)

### **Master of Science degrees in Community Counseling and School Counseling**

Council for Accreditation of Counseling and

Related Educational Programs (CACREP)

### **Master of Science degree in Rehabilitation Counseling**

Council on Rehabilitation Education (CORE)

### **Master of Business Administration degree**

The Association to Advance Collegiate Schools

of Business (AACSB International)

### **Master of Science degree in Nursing**

National League for Nursing Accrediting Commission (NLNAC)

Council on Accreditation of Nurse Anesthesia Educational Programs

### **Master of Physical Therapy degree**

Commission on Accreditation in Physical Therapy Education/APTA

### **Master of Science degree in Occupational Therapy**

Accreditation Council for Occupational Therapy Education (ACOTE) of

the American Occupational Therapy Association (AOTA)



A COMMUNITY OF SCHOLARS  
A CULTURE OF EXCELLENCE

## The Graduate School 2002/2003 Catalog

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August 2002

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[http://www.scranton.edu/academics/ac\\_pr\\_graduate.shtml](http://www.scranton.edu/academics/ac_pr_graduate.shtml)

### STATEMENT OF OWNERSHIP

This graduate catalog is owned and controlled by The University of Scranton, Scranton, Pennsylvania 18510-4632. Officers of the University are: Rev. Joseph M. McShane, S.J., President; Abigail Byman, University Secretary and General Counsel; David C. Christiansen, Treasurer; Beth E. Barnett, Ed.D., Provost/Vice President for Academic Affairs; Vincent Carilli, Ph.D., Vice President for Student Affairs; Rev. John J. Shea, S.J., Ph.D., Vice President for University Ministries and University Chaplain; Paul J. Strunk, Vice President for Institutional Advancement; Marie A. George, Vice President for Planning and Institutional Research.

Corporate Title: University of Scranton

# THE MISSION STATEMENT OF THE UNIVERSITY OF SCRANTON

## **Historical Prologue:**

A comprehensive, co-educational institution, The University of Scranton is by tradition, choice and heartfelt commitment, a Catholic and Jesuit university. Founded in 1888 as Saint Thomas College by the Most Reverend William G. O'Hara, D.D., the first bishop of Scranton, it achieved university status in 1938, and was entrusted to the care of the Society of Jesus (the Jesuits) in 1942.

## **The Mission of the University:**

The University of Scranton is a community of scholars whose ministry of education is informed by the vision of life contained in both the Gospels and the Spiritual Exercises of Saint Ignatius Loyola. The University is therefore dedicated to freedom of inquiry, the pursuit of wisdom, integrity and truth, and the personal growth and development of all who share in its life and ministry.

## **The Character of the University:**

As a **Catholic university**, The University of Scranton sees in the teaching and example of Jesus Christ the primary source for the values and attitudes that imbue the culture of its campus. Thus, it seeks to communicate the fullness of the Catholic intellectual tradition to its students in a systematic way. Moreover, in the ecumenical spirit that it has manifested since its founding, the University invites faculty, staff and students from other religious traditions to share in its mission.

As a **Jesuit university**, The University of Scranton provides its students with a nurturing environment in which a value-laden curriculum challenges them to develop:

- a commitment to the value system contained in the Gospels,
- a principled respect for the dignity of the human person,
- a devotion to justice,
- a dedication to the service of the poor,
- a love of truth and a restless passion for learning.

Convinced that the search for truth necessarily involves the search for God, the University also provides its students with opportunities for worship and spiritual development, and for the academic study of theology, religion and religious experience.

As a **university dedicated to education in the liberal arts**, The University of Scranton requires that all of its students complete a rigorous curriculum designed to foster the development of their analytical and critical abilities. Thus, the core curriculum of the University seeks to impart to students a knowledge of scientific principles, methods and skills, an appreciation of literary and artistic expression, an awareness of historical perspectives, and an understanding of religious, philosophical and moral values.



**As an urban American university,** The University of Scranton is dedicated to educating “men and women for others” from a wide variety of backgrounds whose lives and talents will enrich the life of the human family. The University is committed to enrolling a culturally and racially diverse student body from all areas of the country and the world. In fulfillment of its mission, the University further seeks to attract faculty members from richly diverse backgrounds who share its commitments to excellence in teaching and research, to “cura personalis” (a loving concern for students), and to the incarnation vision of human life that informs its ministry.

**As a comprehensive university,** The University of Scranton offers certificate and degree programs on both the undergraduate (associate and baccalaureate) and graduate (master’s) levels to traditional and non-traditional students. Moreover, in order to prepare them for careers in a variety of fields, the University offers its students a wide range of professional and pre-professional programs of study.

**As the oldest and largest university in Northeastern Pennsylvania,** The University of Scranton is firmly committed to serving the people of the region. This commitment is manifested in a special way through the University’s dedication to the education of future leaders for the area’s professional, political, religious, cultural and business communities.

Throughout its history, the University has been distinguished by its commitments to liberal arts education, excellence in teaching and the quality of care that it lavishes on its students. As it moves into the new millennium, the University reaffirms its commitment to these qualities and invites venturesome scholars and students to join in its mission in the service of wisdom, integrity and truth.

## MEMBERSHIPS OF THE UNIVERSITY

Academy of Criminal Justice Sciences  
 American Association of Colleges  
     for Teacher Education  
 American Association of Colleges of Nursing  
 American Association of Collegiate  
     Registrars and Admissions Officers  
 American Association of Higher Education  
 American Council on Education  
 American Physical Therapy Association  
 AMIDEAST-America-Mideast Educational &  
     Training Services, Inc.  
 Association for Computing Machinery  
 Association for Continuing Higher  
     Education, Inc.  
 Association for Gerontology in Higher  
     Education  
 Association of American Colleges  
 Association of Catholic Colleges and  
     Universities  
 Association of Governing Boards of  
     Universities and Colleges  
 Association of Jesuit Colleges and  
     Universities  
 Association of University Programs in Health  
     Administration  
 Commission for Independent Colleges and  
     Universities  
 Commission on Collegiate Nursing Education  
 Council of Undergraduate Programs in  
     Psychology

Council of Independent Colleges  
 Council on Undergraduate Research  
 Institute for Electrical and Electronic  
     Engineers  
 International Federation of Catholic  
     Universities  
 Jesuit Conference of Nursing Programs  
 Mid-Atlantic Regional Nursing Association  
 NAGAP-National Association of Graduate  
     Admissions Professionals  
 NAFFSA-Association of International  
     Educators  
 National Association of Boards of Examiners  
     of Nursing Home Administrators  
 National Association of Independent Colleges  
     and Universities  
 National Catholic Education Association  
 National Council on Rehabilitation Education  
 National League for Nursing  
 Northeastern Pennsylvania Independent  
     Colleges  
 Pennsylvania Association of Colleges and  
     Universities  
 Pennsylvania Health Care Association  
 Pennsylvania Higher Education Nursing  
     Schools  
 Pennsylvania State Board of Examiners of  
     Nursing Home Administrators  
 Society for College and University Planning  
 Tuition Exchange Program

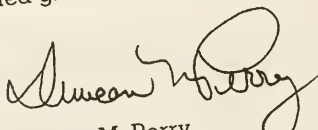
## Dear Prospective Graduate Student:

If you are bound for graduate school, then think Scranton!

As a nationally recognized comprehensive university, Scranton is dedicated to excellence in graduate study. Our professors are committed to mentoring our graduate students, helping them to broaden and deepen their knowledge and understanding of the increasingly complex global society in which we live.

The University of Scranton offers a state-of-the-art library, cutting-edge technological resources, and most importantly, a setting that nurtures the development of human capacities. Our graduate students are our colleagues and partners in learning; we are proud of them. We are also proud of our alumni. They are highly valued and sought-after professionals in their chosen fields, people who are making a difference in their communities, their countries and the world.

I hope that you are interested in becoming part of the Scranton family. Our catalog should help you to see if your interests match our programming. Going to graduate school at The University of Scranton will challenge the way you look at the world, enhance your career, and will very likely change your life. Should you have questions about us – please ask! We are eager to tell you about our many excellent programs, and we are always seeking motivated and qualified graduate students.



Duncan M. Perry  
Dean of The Graduate School

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# Academic Calendar

## FALL 2002 TERM SCHEDULE

Orientation for new students .....	Sun., 25 Aug.
CLASSES START.....	Mon., 26 Aug.
Last day to add a course .....	Fri., 30 Aug.
Labor Day (No classes) .....	Mon., 2 Sept.
Last day to drop a course .....	Wed., 25 Sept.
Last day to register for Comprehensive Examinations .....	Fri., 4 Oct.
Term break (No classes) .....	12 - 15 Oct.
Comprehensive Examinations administered .....	Sat., 19 Oct.
Last day to withdraw from course .....	Wed., 6 Nov.
Thanksgiving Holiday (No classes) .....	27 Nov. - 1 Dec.
Last day for theses, scholarly papers.....	Fri., 22 Nov.
FINAL EXAMINATIONS .....	7 - 12 Dec.
Fall degree conferral date .....	31 Dec.

## INTERSESSION 2003 TERM SCHEDULE

Interession/Spring 2003 Course Registration begins in October

CLASSES START.....	Fri., 3 Jan.
Last day to add a course .....	Mon., 6 Jan.
Last day to drop a course .....	Weds., 8 Jan.
Last day to withdraw from course .....	Mon., 20 Jan.
FINAL EXAMINATIONS .....	24-25 Jan.
Interession degree conferral date .....	31 Jan.

## SPRING 2003 TERM SCHEDULE

Interession/Spring 2003 Course Registration begins in October

CLASSES START.....	Mon., 27 Jan.
Last day to add a course .....	Fri., 31 Jan.
Last day to drop a course .....	Wed., 26 Feb.
Last day to register for Comprehensive Examinations .....	Fri., 14 Mar.
Spring break .....	8 - 16 Mar.
Easter Holiday break (No classes) .....	17- 21 Apr.
Comprehensive Examinations administered .....	Sat., 5 Apr.
Last day to withdraw from course .....	Thurs., 10 Apr.
Last day for theses, scholarly papers.....	Fri., 26 Apr.
FINAL EXAMINATIONS .....	12-16 May
COMMENCEMENT .....	Sat., 24 May



## SUMMER SESSIONS

### COMMON DATES FOR SUMMER 2003 TERMS

Summer/Fall 2003 Course Registration begins in March

Last day to register for Comprehensive Examinations .....Fri., 27 June

Comprehensive Examinations administered .....Sat., 12 July

Last day for theses, scholarly papers.....Fri., 25 July

Summer degree conferral date.....31 Aug.

### SUMMER I 2003 TERM SCHEDULE

CLASSES START.....Mon., 2 June

Last day to add a course .....Tues., 3 June

Last day to drop a course .....Thurs., 5 June

Last day to withdraw from course.....Mon., 23 June

FINAL EXAMINATIONS .....27-28 June

### SUMMER G 2003 TERM SCHEDULE

CLASSES START.....Mon., 16 June

Last day to add a course .....Tues., 17 June

Last day to drop a course .....Thurs., 19 June

Independence Day Holiday (No classes) .....4 July

Last day to withdraw from course.....Wed., 16 July

FINAL EXAMINATIONS .....23 - 24 July

### SUMMER II 2003 TERM SCHEDULE

CLASSES START.....Mon., 7 July

Last day to add a course .....Tues., 8 July

Last day to drop a course .....Thurs., 10 July

Last day to withdraw from course.....Mon., 28 July

FINAL EXAMINATIONS .....1 - 2 Aug.

#### Deadline to Apply for Degree Conferral

Students planning to graduate at the end of a particular term must submit to The Graduate School Office the "Application for Degree" form when they register for the term in which they expect to complete all degree requirements.

# General Information

A Jesuit institution in Pennsylvania's Pocono northeast, The University of Scranton is known for many things, especially its outstanding academics, state-of-the art campus and technology, and exceptional sense of community. Founded in 1888, the University has a student population of approximately 4,800, including adult, part-time and graduate students.

For eight consecutive years, *U.S. News & World Report* ranked Scranton among the 10 finest master's universities in the North – sixth in the 2002 edition. *Yahoo! Internet Life* has ranked Scranton among the nation's 100 most wired colleges and universities for the past three years – 39th in the 2001 edition. In addition, Scranton is one of only 100 schools in the nation on *Templeton's Honor Roll of Character-Building Colleges*

## PROGRAMS

Graduate study was initiated at The University of Scranton in 1950, the first master's degrees being awarded in 1952. At present, the following programs are offered by The Graduate School:

Biochemistry	MS, MA
Business Administration	MBA
Chemistry	MS, MA
Clinical Chemistry	MS, MA
Community Counseling	MS
Curriculum and Instruction	MS, MA
Early Childhood Education	MS, MA
Educational Administration	MS
Elementary Education	MS
English	MA
Health Administration	MHA
History	MA
Human Resources Administration	MS
Nursing	MS
Occupational Therapy	MS
Physical Therapy	MPT
Reading Education	MS
Rehabilitation Counseling	MS
School Counseling	MS
Secondary Education	MS, MA
Software Engineering	MS
Special Education	MS
Theology	MA

The University has certification programs approved by the Pennsylvania Department of Education in the areas listed below. Some of these may be pursued in connection with an undergraduate degree, some in connection with a graduate degree, and some may be pursued independent of any degree program.

## CERTIFICATION PROGRAMS

Biology	Latin
Chemistry	Mathematics
Communication	Physics
Elementary Education	Principal K-12
Elementary School Counseling	Reading Specialist
English	Secondary School Counseling
French	Social Studies
General Science	Spanish
German	

Supervisor certificates in:

Communication (English)	School Guidance Services
Foreign Languages	Science
Mathematics	Social Studies
Reading	

## OBJECTIVES

As one of the family of worldwide Jesuit Colleges and Universities, The University of Scranton shares with them a common educational heritage and tradition. Its principal objective, therefore, is to lead the student to understand and to inspire him/her to fulfill that complex of dignities and responsibilities which man or woman, as a person and as a member of human society, is under God.

The specific mission of The Graduate School is to provide advanced, post-baccalaureate education through high-quality programs which are coordinated with the University's other programs. The Graduate School subscribes to the Policy Statement on The Master's Degree of the Council of Graduate Schools regarding the nature, requirements and evaluation of master's-level work.

## ORGANIZATION AND LOCATION

The administration and supervision of The Graduate School is the responsibility of the Dean of The Graduate School. The Dean is assisted by a Graduate Dean's Conference, an advisory committee of which the Dean is chair. All questions concerning admission, candidacy and comprehensive examinations or modifications of course programs, must be submitted in writing to the Dean of The Graduate School. Decisions of the Dean of The Graduate School are final.

The office of the Dean of The Graduate School is on the 2nd Floor of The Estate, located in the center of the campus (see map inside back cover). The office is open daily from 8:30 a.m. to 4:30 p.m. Monday through Friday. During fall and spring terms it is also open Monday through Thursday evenings. For students who wish to consult the Dean the courtesy of calling for an appointment is recommended.

## GRADUATE DEAN'S CONFERENCE: 2001-2002

Rose Sebastianelli .....	Chair, Acting Dean of The Graduate School
Christopher A. Baumann .....	Professor of Chemistry
Regina B. Bennett .....	Assistant Dean
Yaodong Bi .....	Associate Professor of Computing Sciences
Lori A. Bruch .....	Assistant Professor of Counseling and Human Services
Raymond W. Champagne .....	Professor of History
Wayne H.J. Cunningham .....	Associate Professor of Operations and Information Management
Joseph A. Fusaro .....	Professor of Education
James L. Goonan .....	Director Graduate Admissions
Mary Jane Hanson .....	Associate Professor of Nursing
Riaz Hussain .....	Associate Professor of Economics/Finance
Edmund M. Kosmahl .....	Professor of Physical Therapy and Chair, Department of Physical Therapy
John M. McInerney .....	Professor of English
Oliver J. Morgan .....	Associate Professor of Counseling and Human Services and Chair, Department of Counseling and Human Services
Peter C. Olden .....	Associate Professor of Health Administration and Human Resources and Chair, Department of Health Administration and Human Resources
Paul J. Perhach .....	Director, Career Development and Placement
Charles R. Pinches .....	Professor of Theology
Reuban Rodriguez .....	Dean of Student Life
William G. Wallick .....	Assistant Professor of Health Administration and Human Resources
David A. Wiley .....	Professor of Education and Chair, Department of Education
Hussain Bootwala .....	Graduate Student
Jennine M. Price .....	Graduate Student
Jeffrey Reichl .....	Graduate Student
Kathryn A. Yerkes .....	Graduate Student
Faye L. Cuchara .....	Secretary of the Conference

## POLICY ON STUDENTS WITH DISABILITIES

The University of Scranton complies with all applicable laws and regulations with respect to the accommodation of handicaps and disabilities as these terms are defined in the law. The University will provide reasonable accommodations so students can fully participate in curricular and extracurricular activities. Students who need assistance should contact the Office of Equity and Diversity (570-941-6645) on a timely basis.



# Admission and Registration

## APPLICATION PROCESS

Students must be formally admitted to The Graduate School in order to register for any graduate courses. The Application for Admission form may be obtained from the Graduate Office or by visiting the Graduate School Admission's link, <http://academic.scranton.edu/department/gradsch/gradadmis.html>, to download the application. Completed applications, together with official transcripts of undergraduate and graduate work taken elsewhere, letters of recommendation, any required test scores, and other supporting documents, ordinarily should be in the Graduate Office at least one month before the term in which the student wishes to begin graduate study. International students should have all materials in the Graduate Office at least three months in advance. Processing of applications will not commence until *all* required documentation has been received by The Graduate School.

Please refer to sections on individual programs for special application deadlines and additional admission requirements.

## ADMISSION STANDARDS

The admission standards and policies of The University of Scranton are free of any limitation, specification or discrimination on the grounds of race, religion, color, national or ethnic origin, sex, age, or handicap, except as provided by law.

An applicant for admission to The Graduate School must possess a baccalaureate degree from an American college or university accredited by one of the recognized regional accrediting associations, or the equivalent from an international college or university. The ordinary standard for admission to a graduate program is an undergraduate GPA of at least 2.75 (on a 4.0 scale). Students falling below this level may submit other evidence of their ability to complete successfully a graduate program, such as grades in other post-baccalaureate courses, scores from examinations, or a record of progressively higher work responsibilities. In addition, the applicant's previous course work must show the successful completion of all prerequisites for graduate work in the program to which application has been made. Individual departments/programs may establish higher GPA requirements and/or introduce additional criteria for making the admissions decision. Consult the sections of this catalog devoted to the specific programs for such other criteria. Final action on an application for admission to The Graduate School is taken by the Graduate Dean.

Ordinarily, the applicant must submit the following to be considered for admission to The Graduate School:

- The completed graduate application, along with the non-refundable application fee
- Official transcripts of all previous undergraduate and graduate work completed at accredited institutions ("student" copies of transcripts are not acceptable)
- Three references from persons capable of evaluating the student's educational background and work or personal character
- Any additional material required by a particular department or program, e.g., test scores, personal interview, etc. For details of such requirements for particular departments or programs, see the appropriate sections of this catalog.
- International students must submit scores from TOEFL and an affidavit of financial support

Applicants may be admitted to The Graduate School in one of the following categories:

**Regular Admission.** Applicants are admitted under this category when they have satisfied the admissions criteria of both The Graduate School and the department or program in which they are to enroll for graduate studies.

**Probationary Admission.** Applicants who do not meet all of the criteria for Regular Admission, but show reasonable promise for success in graduate studies, may be accepted on a probationary basis. Recommendation for Probationary Admission must include a prescription of nine hours of specific course work (three graduate courses) that the student must complete within the first twelve hours of graduate study as well as a discussion as to why this applicant should receive consideration for admission at this time.

Students accepted on probation may take a maximum of six credits per semester (until the conditions of probation are satisfied) and must complete the prescribed nine hours of specific course work with a cumulative grade point average of at least 3.0. Failure to accomplish this will result in dismissal from the program.

A student on Probationary Admission may not hold a graduate assistantship until the conditions of probation have been satisfied.

**Provisional Admission or Provisional Acceptance.** Applicants who do not have the necessary undergraduate preparation in the discipline area requested but have demonstrated academic achievement indicative of successful graduate study with the proper preparation may be considered for Provisional Admission or Provisional Acceptance.

**Provisional Admission.** The applicant may gain Provisional Admission with the proviso that he/she complete a specific prescription of undergraduate course work in conjunction with his/her graduate studies (a specific prospectus of study must accompany this type of recommendation).

**Provisional Acceptance.** The applicant may gain Provisional Acceptance with the proviso that he/she complete a specific prescription of undergraduate course work, with a GPA of at least 3.0 in these studies, prior to undertaking graduate course work (a specific prospectus of study must accompany this type of recommendation). Upon successful completion of the undergraduate requirements, the applicant will petition his/her Graduate Program Director in order to gain admission to the graduate program and to begin taking graduate course work in that particular graduate program. If the prescription of undergraduate course work is taken and a GPA less than 3.0 is achieved, then the status of Provisional Acceptance will be withdrawn.

A student who has gained Provisional Acceptance may not hold a graduate assistantship until the undergraduate course work is successfully satisfied and acceptance into The Graduate School is granted.

**Special Admission.** Applicants who are admitted to The Graduate School under this category are non-degree students. They are admitted to pursue studies for certification, transfer of credit, self-improvement, master's equivalency, or auditing. Students matriculated at other institutions and wishing to take courses here for transfer purposes may follow an abbreviated admissions process. Contact the Graduate Office regarding details of this process. The continuance of graduate studies under this category is governed by the standards-of-progress policy of The Graduate School. A qualified undergraduate student who has been admitted to an accelerated course of study that permits him or her to earn graduate credit is accepted into The Graduate School as a special student under this category.

## COMBINED BACCALAUREATE AND MASTER'S DEGREE PROGRAM POLICY

Undergraduate students of the University with outstanding undergraduate records may be eligible to be accepted and enrolled in a combined baccalaureate and master's degree program.

A student who has achieved an overall Grade Point Average\* of

- 3.5 after 64 semester hours,
- 3.4 after 80 semester hours,
- 3.3 after 96 semester hours,
- or 3.2 after 112 semester hours

may apply for early admission to a participating master's degree program by:

A. Completing the Application for Graduate Admission;

B. Completing the Combined Baccalaureate and Master's Degree Program form which includes:

1. listing the courses at the undergraduate level which need to be taken for completion of the requirements for the baccalaureate degree;
2. indicating the beginning date for graduate study, and
3. listing of graduate courses to be utilized in satisfying the undergraduate degree requirements;

C. Completing a prospectus of study leading to the completion of undergraduate degree and graduate degree requirements (see following note);

D. Providing three letters of recommendation from instructors who are familiar with the student's achievements and intended academic goals; and

E. Submitting any needed test scores from standardized examinations.

The department that sponsors the particular graduate degree program will review the completed application and forward a recommendation to the graduate dean concerning possible admission.

{NOTE: In participating undergraduate programs, students may apply up to 12 of their accumulated graduate hours toward the completion of their undergraduate degree requirements. [The maximum number of hours applicable to the undergraduate degree requirements is determined by each participating department and is listed in that department's program description in this Catalog.] The student's undergraduate program advisor will determine the undergraduate course work for which graduate credits may be substituted. In some departments, graduate course work may be substituted only for elective undergraduate course work and cannot be used as substitution within the major. The selection of the graduate course work and the number of credits to be applied toward an undergraduate degree requires the approval of the student's undergraduate program advisor, the chair of the department housing the student's undergraduate program, the graduate program director in the student's academic discipline, the appropriate dean who is responsible for the undergraduate program, and the Dean of The Graduate School.}

\*Students may be considered for the combined baccalaureate and master's degree program who have earned credits elsewhere (including transfer of credit from other colleges as well as AP courses taken in high school). The student must have earned at least 32 graded semester hours at The University of Scranton with the indicated GPA requirement.

## SECOND DEGREES OR PROGRAMS

Graduate degree recipients of the University who wish to take additional courses or begin a new graduate program of study and do so within the time frames listed below must complete a Second Degree or Program Request Form and submit it with the required supporting material to The Graduate School. In order to obtain the form and to determine



*Faye Cuchara, James L. Goonan, Director of Graduate Admissions, and Peggy Addy of The Graduate School staff.*

whether the second degree or program of study is in the same degree area as the first program, contact the Graduate School Office at 570-941-7600.

1. Initiation of a second degree or program of study in the same degree area as the first program requires the following:

a. *Within two years* after completing the first program: the Second Degree or Program Request Form and, if applicable, official transcripts of any course work undertaken since graduation from The University of Scranton Graduate School.

b. *Between two and five years* after completing the first program: the Second Degree or Program Request Form, new application and fee and, if applicable, official transcripts of any course work undertaken since graduation from The University of Scranton Graduate School.

2. Initiation of a new graduate program of study in a different area and *within five years* of completing the first program requires the following:

The Second Degree or Program Request Form, new application and fee, letters of reference and, if applicable, official transcripts of any course work undertaken since graduation from The University of Scranton Graduate School. Any remaining supporting materials will be obtained from the student's previous file.

## **RETENTION OF APPLICATION FILES**

Applications for admission will be kept for *two years* from the original date of receipt. If the application has not been completed during this period, it will be destroyed.

Applications for admission which are completed and have been acted upon will be kept for *two years* from the date of acceptance. If a student does not register for class during this period, the application will be destroyed.

Prior to an application file's being destroyed, the applicant will be notified by mail. If the applicant subsequently decides to enter a graduate program at the University, he/she will be required to reassemble the entire application file.

All documents submitted in connection with an application become the property of the University.



## INTERNATIONAL STUDENTS

Applicants who are citizens of non-English speaking countries are required to sit for the Test of English as a Foreign Language (TOEFL) and must obtain a score of at least 500 on the paper-based test or 173 on the computer-based test as one criterion for admission to The Graduate School. Certain degree programs, as described in the sections on those programs in this catalog, require higher TOEFL scores. MBA students see page 99 for English proficiency requirement. International students are also required to submit a Certification of Finances form. All application materials for international students should be available for review in the Graduate Office a minimum of three months before the term in which the student wishes to begin study. Applications for admission for international students which are completed and acted upon will also be kept for two years from date of acceptance. International students must, however, update their Certification of Finances forms after one year.

Ordinarily, international students whose native language is not English are limited to six credits of work in their initial semester at the University.

## ORIENTATIONS FOR NEW GRADUATE STUDENTS

Orientation for new graduate students, covering Graduate School policies and procedures, library and computer facilities, etc. is scheduled each fall. Students beginning their studies during the 2002-2003 academic year are expected to attend the Orientation. For those students beginning their program of study in either intersession or spring 2003, The Graduate School will host an informal get-together during the last week of January, 2003. Invitations will be sent to all new Graduate School students.

FALL ORIENTATION:

Sunday, 25 August 2002, 12-5 PM



*Peter J. Blazes, Director of International Student Affairs, meets with students.*

## REGISTRATION FOR COURSES

Registration for each semester will take place according to the schedules listed in the special bulletins which are issued prior to each semester. Registration will be with the approval of a student's mentor or chair of the department. *Students who wish to cancel their registrations must give written notice to the Graduate School Office. Please see details under Dropping and Withdrawing from a Course.* Students who are dropped from courses due to non-payment of tuition and subsequently wish to activate their registrations will be charged a reinstatement fee (see Tuition and Fees section).

In order to facilitate registration for both continuing and new students, a period of course registration is held prior to each term. All continuing students are expected to register for the subsequent term during this period.

Undergraduate students may register for certain graduate courses. They must, however, have the approval of the appropriate department chair and the appropriate deans.



*Graduate Study Advisory Council officers Kathryn A. Yerkes, Hussain Bootwala, and Jennine M. Price*

# Academic Regulations

## MENTORS

From the inception of graduate study, students will be assigned mentors to help them formulate a program of studies and supervise their work. It is suggested that students work closely with their mentors and that the courtesy of arranging appointments in advance with faculty members so designated be observed by all students.

## GRADING SYSTEM

The following grades are used in graduate course work:

Grade	Quality Points Per Credit	Definition
A	4.00	Superior/outstanding
A-	3.67	Excellent
B+	3.33	Very good
B	3.00	Good
B-	2.67	Fair
C+	2.33	Passing grade
C	2.00	Minimal passing grade
F	0.00	Failure
S	Not computed	Satisfactory or Pass
U	Not computed	Unsatisfactory or Fail

S/U grading is authorized only for certain courses.

“IP” indicates that a student is registered for a thesis or an approved research project which has not been completed at the end of a given semester but for which satisfactory progress is being made. This grade is temporary and once the work has been completed it must be converted to one of the permanent grade symbols.

“W” indicates that a student has withdrawn from a course.

“I” indicates postponement of the completion of a course. It is given at the discretion of the instructor to a student who is doing satisfactory work but who has not completed all of the course requirements at the end of a given semester. Given such an extension, the student must complete all the required work, unless otherwise agreed, before the midpoint of the next regular semester. Failure to complete the necessary work within the stipulated time results in automatic conversion of the “Incomplete” to a permanent grade of F.

“AU” indicates that a student has taken a course for which permission has been granted without grade’s being awarded. Students must secure such authorization prior to the start of a course. Entry of the audit grade on a transcript assumes satisfactory attendance at class meetings. The student should consult with the instructor as to what constitutes satisfactory attendance.

“NG” is a temporary grade issued when a faculty member fails to meet the deadline for the submission of grade reports. Such temporary grades will be changed to permanent grade symbols when issued by the professor.

Special permission is not needed to repeat failed courses; however, prior approval of the student’s dean is needed to repeat non-failed courses. The recording of grades for repeated courses shall be governed by the following conditions: 1. Credit for a course will be granted only once; 2. Credit for the course will be lost if the course is repeated and

failed; 3. The most recent credit and grade will count toward the GPA with this exception: a “W” grade cannot replace another grade; 4. Each attempt to complete a course will be reported on the student’s transcript; 5. Ordinarily, a student may repeat a course only in the same manner in which it was originally taken; 6. A student repeating a course must so indicate on his/her registration form.

Regular attendance at class is considered a requisite for successful completion of a course.

## **APPEAL OF A GRADUATE COURSE GRADE**

A student who wishes to appeal the final grade in a graduate course should first contact the instructor of the course in order to remedy the situation informally. If, having met with the instructor, the student still thinks that he/she has been inappropriately evaluated in the course, he/she may make a written request that the Chair of the faculty member’s department review the process by which the grade was determined. The written request must describe, in detail, the situation and reason for appealing the course grade. The Chair will attempt to facilitate a reasonable solution at the departmental level. The Chair may make written recommendation to both the student and faculty member following the review. If the matter is not resolved at the departmental level, then the student may request, in writing, that the Dean of The Graduate School review the matter. The Dean will review the matter and provide a written decision to the student and faculty member. The Dean’s decision is final.

## **STANDARDS OF PROGRESS**

All students must have a cumulative graduate grade point average (GPA) of at least 3.0 in order to graduate with a master’s degree. In addition, it is expected that all students must maintain a cumulative graduate GPA of at least 3.0 in order to remain in good academic standing.

If a student is placed on academic probation, then the student is required to obtain a cumulative graduate GPA of at least 3.0 within the next three courses taken (normally nine hours of course work).

a. Successful achievement of this expectation will result in the student’s being reinstated to regular academic status.

b. Failure to fulfill this expectation will cause the student to be subject to dismissal.

While there is no set limitation on the number of courses a student may take in a semester while on academic probation, it is imperative that the student recognize the necessity of improved academic performance in order to regain the minimum graduate GPA of 3.0 within the next three courses.

A student on academic probation is not eligible to receive an initial offer of a graduate assistantship. A student who is a graduate assistant and who is placed on academic probation may be reappointed for a second year provided he/she is making reasonable progress towards completion of degree requirements. In this situation, the student’s program director will have to provide to the Dean a written recommendation presenting a sufficient case for reappointment.

## **TIME LIMIT**

All graduate work for a degree, including the thesis, must be completed within six years of the date when the first graduate level course is taken. Time spent in the armed forces is not included in the six-year period. Extension of this time restriction may be granted for valid reasons at the discretion of the Dean.





*Peter J. Blazes, Director of International Student Affairs, Mary Ann Kuzdro, Rosemary K. Purcell and Regina B. Bennett, Assistant Dean, of The Graduate School staff.*

## APPLICATION FOR DEGREE

In order to qualify for award of the master's degree, a student must complete the *Application for Degree* form. This should be done during the Course Registration period for the term in which the student expects to finish all requirements. Copies of the form are available in The Graduate Office.

The University provides the opportunity for students who have completed degree requirements to graduate at the conclusion of each academic term: summer, fall, intersession, spring. Official dates of graduation are noted in the academic calendar. Commencement exercises are held once in the academic year, at the conclusion of the spring term. Students who graduated in the previous summer, fall or intersession terms, as well as in the current spring term, participate in these commencement exercises. All diplomas are awarded in May.

## TRANSFER OF CREDITS

Transfer of credits to graduate programs at The University of Scranton is governed by the following policies (special exceptions may pertain to affiliation programs):

1. Credits for transfer must be acquired in residence at an accredited institution as a graduate student;
2. A maximum of nine graduate credits may be transferred for graduate programs requiring at least 39 credit hours for completion and six graduate credits may be transferred for graduate programs that require less than 39 credit hours for completion;
3. Courses to be transferred must be integral to the student's program of study;
4. Transferred credits must have been taken *within six years of the date of requested transfer* to The University of Scranton;
5. A grade of B or better is required in any course to be transferred and an official transcript demonstrating this must be submitted for work at other institutions (including course descriptions of the credits in question). A grade of Pass or Satisfactory is not acceptable for transferred credits;

6. The course to be transferred must be a regularly scheduled course (and not a workshop).

Students matriculated at The University of Scranton may take courses at other accredited graduate schools for the purpose of transfer of credit only with the prior permission of their mentor and the Dean of The Graduate School.

## CAPSTONE EXPERIENCE

Each student in a Master's degree program must complete a capstone experience in his/her field of study. For some programs, this will be successfully passing a comprehensive examination given during the last semester of studies; some programs will require the writing and defense of a master's thesis or major research paper, directed by the student's academic advisor, on a topic appropriate to the field of study; and other programs may require the writing and defense of a major paper, written in the program's capstone course, which synthesizes the ideas, philosophy, and techniques learned in the program of study. Please refer to your program-of-study section in this catalog for capstone experience requirements.

Following are The Graduate School's requirements concerning the comprehensive examination and thesis.

**Comprehensive Examination:** Students who are required to take a comprehensive examination must apply to take the examination by the deadlines given in the academic calendar, using the Application for Comprehensive Examination form available in the Graduate School Office. The examinations may be oral, written or both and are given on dates published in the academic calendar in this catalog (see pages 6-7). The Director of the student's program determines eligibility for the examination. Students should consult their mentor regarding the nature of the examination in their field. Students failing the comprehensive examination twice will be dismissed.

**Thesis:** Students who are required to complete a Master's thesis will prepare the thesis under the supervision of the candidate's thesis mentor; it must be reviewed by at least one additional reader. Each department granting thesis credit has a policy that identifies particular departmental thesis requirements and specifies how many faculty readers each thesis should have and how many reader approvals are required for successful completion of the thesis. Each Master's degree candidate preparing a thesis must defend the thesis at a public presentation.

In preparation of the thesis, style regulations prescribed by the student's department will be observed. A general thesis topic and the name of the thesis director or mentor must be approved by the program director and registered with The Graduate School when a student first **registers** for thesis credit. At the beginning of the semester during which that student expects to defend his/her completed thesis, the names of those people serving as the evaluating committee (or readers) must be approved by the program director and sent to the Graduate School Office. Three copies of the accepted thesis must be submitted to the Graduate School Office on or before the date indicated in the University calendar. A prototype of the authorized cover approval page signed by each reader must accompany each accepted thesis copy. The approval page may be obtained in the Graduate School Office. One copy of the thesis is placed in the University library.

Students working on Master's theses ordinarily register and pay for only six graduate credits, even if their work extends beyond the semester or semesters in which they registered for those six credits. Each thesis is expected to satisfy high, Master's-level standards for the amount and quality of the work required. The grade for a Master's thesis is determined by the thesis director or mentor. Students preparing theses need to recall the time limit for completion of degree work, as described on page 18 of this catalog.

## **DROPPING, WITHDRAWING FROM OR ADDING A COURSE**

Students may officially drop a course at any time by completing and returning to the Graduate School Office a "Schedule Change" form.

If they drop the course early in the semester, they will be entitled to a refund according to the schedule on page 29, and the drop will be treated as though the student had never registered for the course.

Beyond the refund period, a student may still withdraw from a course until the date indicated on the Academic Calendar. The student's transcript will carry the number and title of the course with a grade of "W."

Withdrawing from a course without completion and official acceptance of the appropriate form will result in a grade of "F."

To add a course, the student must complete, and return to the Graduate School Office by the deadline indicated in the Academic Calendar, the "Schedule Change" form.

Note: There is a special fee for any course-related schedule change made after the first week of each term.

## **MILITARY LEAVE POLICY**

If a student is called or volunteers for active military duty while attending the University of Scranton, the University will do its best to protect the academic and financial interest of the student within the norms of good academic judgment. The student must meet with the Dean of his/her college and provide proof that he/she has been called into active duty. The Dean, after conferring with the Director of Financial Aid, the Treasurer, the student's current faculty, and the student, will decide the course of action. The Dean will then process the necessary paperwork and place the student on military leave status. If the student does not concur with the Dean's decision, the student may appeal to the Provost/Vice President for Academic Affairs.

The student is responsible for all room and board and related expenses incurred.

In all cases, if the student does not return from active duty or is unable to return to school for medical reasons, any tuition and fees for the term in which the student was called to duty, paid by the student and credited to the student's account, will be refunded to the family.

Examples of Possible Decisions:

1. Early in the semester, drop all courses, credit the student's account.
2. Early in the semester, drop all courses, refund the student's tuition and fees.
3. Mid-semester, give I's and allow the student to retake or complete the courses when the student returns. A special code will be attached to the student's academic record so the I doesn't convert to F.
4. Mid-semester, give W's and allow the student to retake the courses.
5. Near end of the semester, assign grades if the professors agree.
6. Near end of the semester, assign I's and allow student to complete the course. I's would not be converted to F's.

Note: Deans must confer with the Financial Aid and Treasurer's Offices before making decisions regarding refunds.

## **POLICY CHANGES, ACADEMIC INTEGRITY, STUDENT CONDUCT AND STUDENT RIGHTS OF CONFIDENTIALITY**

The University reserves the right to change any of the rules and regulations in this catalog. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those who are already matriculated in the University. However, curricular changes shall not become effective until published in the catalog unless specifically approved for an earlier implementation date by the appropriate body. If a change is approved for implementation prior to its publication in a catalog, the appropriate school, department, or program shall inform students affected by the change. Application of policies, rules, and requirements, including changes thereto, may be appealed to the dean of the student's college.

The University reserves the right to take appropriate disciplinary action in the case of any student who conducts himself or herself contrary to the standards of the University. These standards (particularly the "Academic Code of Honesty" and the "Policies Governing the University Community") are given clear expression in the faculty and student handbooks of the University. The University also reserves the right to modify admissions requirements, the right to change tuition and fee charges, and the right to change the semester schedule of courses.

The University of Scranton recognizes the privacy rights of individuals who are or who have been students, as guaranteed by the Family Educational Rights and Privacy Act (FERPA) of 1974. The complete "Student Rights and Confidentiality of Information Policy" can be reviewed in the Graduate School Office. Any student wishing to prevent disclosure of information deemed permissible by FERPA may do so by notifying the Graduate School Office and completing the appropriate form.

### **SPECIAL NOTE FOR STUDENTS**

Students, note that it is *your responsibility* to be familiar with the academic regulations, fee structures, and other policies contained in this catalog.



## LIST OF COMMONLY USED FORMS

This is a handy reference list of forms commonly used by graduate students. Certain less commonly used forms are not included here. The commonly used forms are readily available in the Graduate Office as well as in most department offices and from mentors.

**Application for Admission:** Use this form to apply for admission to The Graduate School.

**Application for Comprehensive Examination:** Use this form when you are ready to take the Comprehensive Examination.\*

**Application for Degree:** Submit this form to the Graduate School Office when you register for the term in which you expect to complete all degree requirements.

**Application for Graduate Assistantship:** Complete and submit this form to the Graduate Office by the March 1 deadline if you wish to be considered for a graduate assistantship for the following year.

**Computer Use Agreement:** All newly admitted Graduate School students must complete and submit this form to the Graduate School Office to ensure continued academic computing privileges.

**Employee Reimbursement Form:** Use this form if you are under an employer reimbursement plan for tuition benefits. Completed form must be returned to Bursar's Office each term with your registration agreement.

**Graduate Credit Transfer Recommendation:** Use this form to request review of graduate credits taken elsewhere for transfer to your program here.

**Graduate Registration:** If registration for courses via the University Information System Web registration (UIS) is not permitted, use this form to register for courses.

**Program Change:** Use this form if you have already been admitted to one program but wish to be admitted to another; this includes changes between MA and MS programs within the same department.

**Reader:** Use this form, along with the registration form, to register for a Reader course.

**Request for Transcript:** Use this form to request an official copy of your graduate transcript.

**Schedule Change:** Use this form to change a Registration form already submitted, e.g., to withdraw from, drop or add a course.

**Second Degree or Program Request:** Submit this form to the Graduate School Office if you wish to initiate a second degree or program of study within five years of completion of your previous program.

**Thesis Cover Approval Page:** Submit this page, signed by each reader, with each copy of an accepted thesis.

\* See Calendar (pp. 6-7) for deadlines.



# Resources

## THE HARRY AND JEANETTE WEINBERG MEMORIAL LIBRARY

Opened in 1992, this 80,000-square-foot, five-story building is named for Harry and Jeanette Weinberg. Library holdings include 432,039 volumes, 1,925 print periodical subscriptions, over 10,750 full-text electronic journals, and 493,710 microform pieces. The facility includes group-study rooms; quiet study areas; a twenty-four-hour study room with computer lab; and the Heritage Room, a large reading room on the fifth floor overlooking the campus and community. There is a Java City Coffee Bar in the Pro Deo Room. Over 110 databases are available on the World Wide Web. Among the Library's full-text online resources are Lexis-Nexis, ProQuest, Project Muse, IDEAL, Annual Reviews, JSTOR, Emerald Library, Global Access, Newsbank, OED, Past Masters, Contemporary Women's Issues, ECO, and FirstSearch. A proxy server gives users remote access to these databases. The University Archives and Special Collections houses University historical records, rare books, faculty publications, and other special collections. The Media Resources Collection, located on the first floor, holds 13,085 non-print items, including videocassettes, records, films and filmstrips. In addition to the Library's own Online Public Catalog, users can search NPLN, Northeast Pennsylvania Library Network virtual catalog of local libraries; Jesuit libraries and PALCI, Pennsylvania academic libraries who participate in a direct borrowing program. With PALCI members, the Library also shares 1900 full-text books that users can read or borrow online. There are 80 Internet workstations in the Library, include 33 machines available 24 hours a day, seven days a week in the Pro Deo Room and 10 laptops that are available at the circulation desk. Throughout the building, there is wireless connection for the Internet for laptops. In addition to these machines, students may use ResNet ports to plug personal laptops into the network in the first floor Pro Deo Room and group study rooms.

Library hours are posted on campus, on the Internet, and on a recording, which can be heard at 941-7525. It is open 99.5 hours per week, with extended hours during exam periods. For information about the Library, its services, and resources, see the Weinberg Memorial Library homepage on the World Wide Web (<http://www.scranton.edu/library>) or select the Library from the University's homepage ([www.scranton.edu](http://www.scranton.edu)). Some required readings for courses are available through ERES, an electronic reserve reading database over the Internet. The Library conducts an extensive user-education program to orient and instruct students in resources and research techniques. Users can call the Reference Desk (570-941-4000) to schedule an appointment or submit questions to "Ask a Librarian".

## CAREER SERVICES

Career Services staff advise students on career-development issues, assist students and graduates in job search, and help students plan for further academic work following graduation. During the academic year, the office presents workshops on resume/interview preparation and career planning. A career library containing occupational information and some graduate school catalogs is also available. The Career Services office coordinates the on-campus recruiting program. Office hours are 8:30 a.m. to 4:30 p.m. Monday through Friday. Evening hours are available by appointment. Contact Career Services in Elm Park Annex, third floor (570-941-7640) to arrange appointments.

## COUNSELING CENTER

The Center counselors provide individual and group counseling for all enrolled University students, both full and part-time. Services are confidential and free of charge. The Center is open Monday through Friday, 8:30 a.m. to 4:30 p.m. Later evening sessions may be scheduled by appointment only. In addition, emergency crisis consultation is avail-

able from September through May (while classes are in session) on a 24-hour basis by calling Public Safety (570-941-7777) to access the counselor-on-call. Stop by McGurrin Hall, Second Floor or call 570-941-7620 to make an appointment.

## **CENTER FOR HEALTH EDUCATION AND WELLNESS**

The Center for Health Education and Wellness encourages healthy lifestyle choices by providing educational programs and referrals on spiritual, social, physical, intellectual, career, and emotional well-being dimensions. Current offerings are posted on campus and on our webpage (<http://academic.scranton.edu/departments/Wellness/>) each semester. Call the Center for further details.

The Center is located in the Roche Wellness Center (at the corner of Mulberry Street and N. Webster Avenue). The Center is open Monday through Friday, 8:30 a.m. to 4:30 p.m., and evenings by appointment (570-941-4253).

## **COMPUTER FACILITIES**

The University provides an excellent array of computing facilities, both hardware and software. A listing of the facilities is provided below. Details regarding equipment, software, support services, and hours are published by Information Resources at the beginning of each academic year, with periodic updates throughout the year. Students should consult current Information Resources publications for up-to-date details.

### **General Access Computer Labs:**

Alumni Memorial Hall

Pro Deo Room, Weinberg Memorial Library (24-hour access)

### **Residence Hall Labs:**

Gavigan College

Redington Hall

### **Other Facilities:**

Chemistry Computer Lab, Loyola Hall, Room 317

Communications Microcomputer Lab, St. Thomas Hall, Room 464

Counseling/Human Services Microcomputer Lab, McGurrin Hall, Room 436

Computing Sciences Workstation Labs, St. Thomas Hall

Education Macintosh Lab, McGurrin Hall, Room 120

Foreign Languages Microcomputer Lab, O'Hara Hall

Health/Human Resources Microcomputer Lab, McGurrin Hall, Room 406

Learning Resources Center Microcomputer Lab, O'Hara Hall

Literacy Lab I, St. Thomas Hall, Room 475

Literacy Lab II, St. Thomas Hall, Room 375

Math Microcomputer Lab, St. Thomas Hall, Room 161

Military Science Computer Lab, Rock Hall, Room 107

Nursing Instructional Microcomputer Lab, McGurrin Hall, Room 336

Occupational Therapy Microcomputer Lab, Leahy Hall, Room 2002

Physics/Electrical Engineering CAD/CAM Lab, St. Thomas Hall, Room 170

Physical Therapy Microcomputer Lab, Leahy Hall, Room 010

Psychology Microcomputer Lab, Alumni Memorial Hall, Room 214

Psychology Instructional Microcomputer Lab, Alumni Memorial Hall, Room 214

Kania School of Management Instructional Microcomputer Lab, Brennan Hall

Writing Center Computer Lab, Literary and Performing Arts, Room 224

Further information and assistance may be obtained from the Information Resources Help Desk, Alumni Memorial Hall, 570-941-HELP. Up-to-date information is available on-line also through The University of Scranton Web Server (<http://www.scranton.edu>).

## LEARNING RESOURCES CENTER

The University's Learning Resources Center is located in O'Hara Hall. Services provided for the graduate student include tutoring for undergraduate courses and assistance with study skills, as well as computer-assisted learning. An ESL class for international students is available depending on enrollment. The Center is open from 8:30 a.m. to 7:00 p.m. Monday through Thursday, and 8:30 a.m. to 4:30 p.m. on Fridays during the fall and spring terms. Summer hours are 8:30 a.m. to 4:30 p.m. Monday through Friday. Services are also provided to students with disabilities. A Writing Center is available to assist students with course-related papers - no appointment is necessary. Contact the Center for further information (570-941-4038).

## BYRON RECREATIONAL COMPLEX/ JOHN LONG CENTER

Graduate students may use both the Byron Recreational Complex and the John Long Center on a per-semester fee basis. Facilities in the Byron Recreational Complex include three gymnasiums that may be used for basketball, volleyball, badminton, and tennis; indoor pool and locker rooms containing saunas and steam rooms; racquetball/handball courts; a dance/aerobics room; and individual fitness equipment. The John Long Center facilities, located adjacent to the Byron Complex, include a gymnasium, weight room, wrestling room and locker rooms. Contact the Recreational Center at 570-941-6203 for more information.

## STUDENT HEALTH SERVICES

Student Health Services is located in the Roche Wellness Center at the corner of Mulberry Street and N. Webster Avenue. Graduate students have the option of utilizing the services we offer and becoming eligible to use Student Health Services by payment of the health fee of \$65.00 per semester. Payment of the health fee may be made at the Bursar's Office after signing a request form at Student Health Services. Services offered include health and wellness information, nursing assessment, treatment of routine illnesses and injuries, medical services provided by physicians and a certified nurse practitioner by appointment, as well as referral to community healthcare providers for services beyond the scope of a student health facility. Further information may be obtained by contacting Student Health Services (570-941-7667).

## GRADUATE ASSISTANTSHIPS AND OTHER FISCAL SUPPORT INFORMATION

**Graduate Assistantships:** Approximately 60 graduate assistantships are available. For students in the Rehabilitation Counseling program, traineeships are sometimes available. Information and application forms for the assistantships may be obtained from the Graduate School Office. The deadline for applying for assistantships is March 1.

**On-Campus Positions:** Residence Life Coordinator positions are offered to single male and female graduate students, whereby room and board in The University of Scranton's dormitories are provided. Applications may be obtained from the Student Affairs Office (570-941-7680).

A limited number of other campus jobs is also available. Inquiries regarding these should be directed to the Financial Aid Office (570-941-7700).

**ROTC:** Graduate students who have two full years of study remaining are eligible to participate in the ROTC Program administered by the Military Science Department, College of Arts and Sciences. There are also opportunities for full ROTC scholarships that pay \$17,000 for tuition, \$600 for books and \$3,500-\$4,000 for spending money annually. Students participate in adventure training, classroom leadership instruction, and internships. Contact the Military Science Department at 570-941-4597, fax 570-941-4340, e-mail ROTC@scranton.edu , or visit our homepage in the Academic section of [www.scranton.edu/rotc](http://www.scranton.edu/rotc).

**Graduate Tuition Guarantee Program:** In order to provide a basis for personal economic planning for graduate course work and to encourage the completion of graduate degree requirements at The University of Scranton, a graduate student initiating a course of study in The Graduate School will be eligible for a guaranteed tuition rate based on the initial academic term (either fall semester, intersession, spring semester, or summer sessions) for a total of three calendar years.

1. The tuition rate for the initial term of registration will be assessed for subsequent registrations in the University's next three academic terms.

2. In order to be eligible for this Graduate Tuition Guarantee in the second 12-month period, the student must maintain and successfully complete a total registration of at least nine graduate credit hours for the initial 12-month period (the four academic terms included in the 12 months commencing with the student's initial registration term). Successfully completing at least nine graduate credit hours is interpreted to mean earning a grade of A, A-, B+, B, B-, C+, C, S, or IP (In Progress for thesis work) in each of the courses comprising those nine credit hours.

3. If the student satisfies the requirements for the Graduate Tuition Guarantee for the second 12-month period, then he/she is eligible for a third 12-month period. As in item #2, in order to be eligible for this Graduate Tuition Guarantee in the third 12-month period, the student must maintain and complete a total registration of at least nine graduate credit hours for the second 12-month period (the four academic terms included in the second 12 months following the student's initial registration term).

4. The Graduate Tuition Guarantee will cease at the end of the 36-month period following the initial graduate registration or if the student fails to satisfy the nine-graduate credit-hour registration expectation in the previous designated 12-month period.

5. When the Graduate Tuition Guarantee ceases, the tuition rate for that current academic year will become effective.

6. A student is eligible for the Graduate Tuition Guarantee only at the outset of studies and after the Graduate Tuition Guarantee Agreement has been signed by the student and returned to the Graduate School Office.



**Voucher Program:** As partial recognition for work conducted by field supervisors in various areas (Counseling, Education, Health Administration, Nursing, Occupational Therapy, Physical Therapy), The University of Scranton will award a non-transferable Graduate Tuition Voucher which may be used to pay for graduate credits taken at The University of Scranton.

**Tuition Policy for Senior Citizens:** Persons 60 years of age and older may audit courses at The University of Scranton at no tuition charge, on a space-available basis. Such persons may take courses for credit at 50% tuition. These reductions are applicable only after the person has applied for and receives any form of financial assistance normally available, e.g., state and federal assistance and employer reimbursement. Fees and other costs of courses, e.g., textbooks, are assessed at the normal rate in all cases. Students must be formally admitted into The Graduate School in order to pursue graduate courses.





# Tuition and Fees

Tuition (per semester hour of credit).....	\$564.00
Theology (per semester hour of credit) .....	282.00

## *FEES –*

Application Fee .....	50.00
Binding of Thesis .....	50.00
Graduation Fee .....	80.00
Reader Fee (per credit fee in addition to tuition) .....	30.00
Registration Fee (per semester).....	25.00
Additional Late Registration Fee .....	20.00
Schedule change fee (after 1st week of term) .....	15.00
Nursing Clinical Assessment/Clinical Practicum fee, per semester .....	110.00
Transcripts	
Unofficial .....	2.00
Official: current students .....	3.00
Official: others .....	5.00

## *FEES – OPTIONAL UNIVERSITY SERVICES*

English Proficiency Course .....	300.00
Parking Fee (per year) .....	55.00
Recreation Center	
Fall or Spring Term .....	70.00
Summer or Intercession Term.....	10.00
Student Health Services (per semester).....	65.00

Certain courses also carry a special fee. Unless explicitly stated otherwise, tuition and fees are for one semester and are payable at registration. The graduation fee is payable, whether or not a student attends commencement exercises.

Students will not be permitted to receive any degree, certificate, or transcript of record until their financial accounts with the University have been satisfactorily settled. For students who graduate or withdraw from the University, any financial accounts not settled with the University's Bursar Office will be forwarded to an external collection agency. At the time an account is placed with an agency, collection costs become the responsibility of the student and they will be added to the balance due the University.

The University will adhere rigidly to the following "Schedule of Refunds." Fees are not refundable.

## SCHEDULE OF REFUNDS

### *FALL/SPRING SEMESTERS*

Until the end of the tenth calendar day of the term .....	100%
Eleventh through seventeenth calendar day of the term .....	75%
Eighteenth through twenty-fourth calendar day of the term.....	50%
Twenty-fifth through thirty-first calendar day of the term .....	25%
Beyond thirty-one calendar days in the term .....	No Refund

### *SUMMER AND INTERSESSION*

Until the end of the third calendar day of the term .....	100%
During the fourth calendar day of the term.....	50%
Beyond four calendar days in the term.....	No Refund

# **Curriculum & Instruction, Early Childhood Education, Elementary Education, Secondary Education, Special Education, Reading Education, Administration (Principal K-12), Supervision, Superintendent Letter of Eligibility**

**Dr. David A. Wiley**, Chair, Education  
570-941-4032

**Dr. Deborah Eville Lo**, Director, Graduate Programs  
570-941-7579

<http://academic.scranton.edu/departments/education>

**Department faculty:** Professors—Joseph M. Cannon, Joseph A. Fusaro, David A. Wiley; Associate Professors—Barbara Cozza, Thomas W. Gerrity, Tim Hobbs, Deborah Eville Lo, Kathleen Montgomery; Assistant Professors—Mark W. Kandel, Nancy J. Kolodziej, Tata J. Mbugua, Ivan A. Shibley, Gloria Tansits Wenzel.

The mission of the Department of Education at the University of Scranton is to prepare professional educators for service in the public schools. Attention to the scholarship of each candidate in both the content knowledge to be taught and in the professional education knowledge base is augmented by attention to decision-making in both the personal and professional areas. The belief that educators are both scholars and decision-makers pervades the program in its design and requirements, and in its assessment of degree and non-degree students.

The Department of Education offers a variety of programs for individuals currently in the field of education as well as for individuals wishing to enter the field. The programs include initial certification for a number of positions as well as for second certifications. The department also offers the Master of Arts and the Master of Science degrees, some of which are directly connected to certification and some of which may be pursued by those who already hold certifications. For in-service teachers, individual courses that may be taken in order to update skills and knowledge or to pursue new fields are offered. The various programs and options are described in the following pages.

## **DEPARTMENTAL REQUIREMENTS**

Admission requirements for all programs in the Department of Education are the same as those for The Graduate School as a whole, as described on pages 11-16 of this catalog. All individuals applying to the Department of Education must possess a grade point average

that meets the requirements of the Pennsylvania Department of Education and The Graduate School of The University of Scranton. Candidates for either a Master of Arts or a Master of Science degree must pass a comprehensive examination in the field of their degree. Candidates for the Master of Arts degree must also complete a thesis under the direction of a faculty member with expertise in the area of study. Additional requirements for each program are described under the appropriate program description in the following pages.

Students pursuing a first teaching certificate must pass the three Commonwealth-mandated Praxis Series I tests within the first seven credits of graduate study. Failure to meet this requirement will preclude continuing in the program until this requirement is met. Further, students must pass the Praxis Series II specialty test(s) before beginning the graduate internship. The Director of Field Placement will not accept applications for the graduate internship unless accompanied by evidence of passing scores on the Praxis Series II specialty test(s).

## **CAPSTONE EXPERIENCE**

The comprehensive examination is the capstone experience for students pursuing a Master's degree in the Department of Education. Comprehensive examination questions reflect theory, practice, and the synergy of both to the student. The comprehensive examination is taken near the end of the student's program of study. Students must pass the comprehensive examination before being awarded a Master's degree. Should a student fail one or more parts of the comprehensive examination, the student may retake the part(s) failed on the next scheduled examination date.

The thesis is also a capstone experience for students pursuing a Master of Arts degree in the Department of Education. The thesis is directed by a faculty member with expertise in the area of study. The thesis director will serve as the chair of a three-faculty thesis committee selected by the student. Of the three-faculty committee, one may be located outside the Department of Education. The three-faculty committee will serve as an examination board and make a determination about the worthiness of the study. Successfully defending the thesis is a prerequisite for receiving the Master of Arts degree.

## **ACT 34 AND ACT 151 CLEARANCES**

As a matter of University policy, all education students are required to submit a completed Act 34 (Criminal Record Check) and Act 151 (Pennsylvania Child Abuse History) clearances to the Department of Education prior to being placed in any field experience that would put the student in direct contact with school children. These clearances are required by the University on behalf of the school entity where the field experience will occur. *No student will be permitted to complete formal field work of any kind previous to submission of both forms.* The completed Act 34 and Act 151 forms will be delivered to the school entity by the Department of Education. The University will not maintain a student's clearances or background checks after delivery of the forms to the school entity where the field experience will occur. *Any citation on either Act 34 or Act 151 clearance forms may be cause for dismissal from the student's program of study.*

## **CERTIFICATION**

All candidates for a certificate must exhibit pre-certification competency of PL 94-142 before being recommended for the certification they seek. Education students seeking certification are evaluated annually by the Department of Education faculty. This evaluation is based on both academic and non-academic (personal and professional) criteria. Students

whose professional development is deemed unsatisfactory in these areas are subject to department probation and may be recommended to the Graduate Dean for dismissal from their program of study.

A student who is enrolled in any certification program at the University and is recommended for dismissal from the program of study or is refused University endorsement for certification may appeal the decision. The appeal is made through the Chair of the Department of Education to the Teacher Education Committee, and then to a committee consisting of three persons: the Graduate Dean, the Chair of the Department of Education, and a faculty member selected by the Director of Graduate Programs.

In order for certification applications to be processed, the student must successfully complete all curricular and Praxis Series test requirements. The required tests are listed in the Praxis Series *Registration Bulletin* available from the secretary of the Department of Education.

Federal regulations in the Higher Education Act of 1998 require that departments of teacher education report their students' performance on the Praxis Series examinations. An analysis of the results from the academic year 2000-2001 is available from the Chair of the Department of Education.

Approval of the mentor and certification officer must be received before a course may be substituted for any course required in the specified certification program. Courses to be transferred from another college for certification purposes must also receive approval of the mentor and certification officer before the courses are accepted for certification requirements.

## **ACCREDITATION**

The Department of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE), and all certification programs are approved by the Pennsylvania Department of Education (PDE).



# CURRICULUM AND INSTRUCTION

The Curriculum and Instruction program is available only to individuals who already hold a valid instructional certificate. (International students may be permitted to complete this program without certification if they have satisfied the teaching standards in their respective countries.) Individuals in the program may pursue either a Master of Arts or a Master of Science degree. The Master of Arts degree requires a total of 30 credits in course work and a 6 credit thesis. The Master of Science degree requires a total of 36 credits in course work. Also, individuals pursuing a Master's degree must pass a comprehensive examination.

Below is the course of study for the Curriculum and Instruction program:

<b>Research Course Requirement (3 credits)</b>		
EFND 506	Educational Research	3
<b>Foundation Course Requirements (6 credits)</b>		
EFND 511	Educational Tests and Measurements	3
EFND 516	Advanced Educational Psychology	3
EFND 521	Advanced Foundations of Education	3
<b>Curriculum and Instruction Requirements (27 credits)</b>		
ECUI 501	Improving Instruction	3
ECUI 506	Curriculum Theory and Development	3
ECUI 516	Group Processes in the Classroom	3
ECUI 536	Teaching the Gifted Child	3
ESPC 501	Inclusionary Classroom Practices	3
ECUI 541	Current Trends in Education	3
	Thesis	6
	Electives	3-9



*David A. Wiley, Professor and Chair of the Department of Education.*



# EARLY CHILDHOOD EDUCATION

The Early Childhood Education program offers three options. Option 1 is for students who hold a valid certificate in early childhood education; option 2 is for students who hold a valid certificate in elementary education; and option 3 is for students who hold neither a certificate in early childhood education nor a certificate in elementary education and want to pursue a certificate and Master's degree in Early Childhood Education. Students in options 1 and 2 may pursue either a Master of Arts degree or a Master of Science degree. The Master of Arts degree requires 30 credits in course work and a 6 credit thesis; the Master of Science degree requires 36 credits in course work. Only the Master of Science degree is available for students in option 3, and requires 52 credits in course work.

Below is the program of study for the three options. All students who are pursuing a Master's degree must complete the research and foundation course requirements and pass a comprehensive examination.

## Research Course Requirement (3 credits)

EFND 506	Educational Research	3
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## Foundation Course Requirements (6 credits)

EFND 501	Educational Psychology*	3
EFND 516	Advanced Educational Psychology**	3
EFND 521	Advanced Foundations of Education	3
ESPC 501	Inclusionary Classroom Practices	3

\*Not available in Options 1 and 2, but required in Option 3.

\*\*Not available in Option 3.

## Option 1

ERDG 506	Reading: Psycholinguistic Bases	3
EECE 506	Development of the Early Learner	3
EECE 511	Assessment in Early Childhood Education	3
	Thesis	6
	Electives (to be chosen in consultation with mentor)	12-18

## Option 2

EECE 501	Early Childhood Education	3
EECE 506	Development of the Early Learner	3
EECE 511	Assessment in Early Childhood Education	3
EECE 516	Math/Science/Health Methods in ECE	3
ERDG 506	Reading: Psycholinguistic Bases	3
EECE 521	ECE Internship: Planning	2
EECE 522	ECE Internship: Instruction	1
EECE 523	ECE Internship: Classroom Management	1
EECE 524	ECE Internship: Professional Growth	2
	Thesis	6
	Electives (to be chosen with mentor from list below)	0-6

(Students in option 2 who are interested in early childhood certification, but not in a Master's degree will fulfill the requirements upon successfully completing courses EECE 501, EECE 506, EECE 511, EECE 516, ERDG 506, EECE 521, EECE 522, EECE 523, and EECE 524.)

*Note:* Students in option 2 must pass the Praxis Series test 10020, Early Childhood Education, which is mandated by the PDE.

**Option 3**

EECE 501	Early Childhood Education	3
EECE 506	Development of the Early Learner	3
EECE 511	Assessment in Early Childhood Education	3
EECE 516	Math/Science/Health Methods in ECE	3
ECUI 511	Computer Literacy for Educators	3
ECUI 521	Field Experience I	1
ECUI 526	Field Experience II	1
ECUI 531	Field Experience III	1
ERDG 501	Foundations of Reading/Language Arts	3
ERDG 506	Reading: Psycholinguistic Bases	3
EELM 506	Integrated Studies: Language Arts and Social Studies	4
ESPC 506	Education for the Exceptional Child	3
EELM 521	Classroom Management and Discipline	3
EECE 521	ECE Internship: Planning	2
EECE 522	ECE Internship: Instruction	2
EECE 523	ECE Internship: Classroom Management	2
EECE 524	ECE Internship: Professional Growth	3

(Individuals in option 3 who want an early childhood education certificate, but not a Master's degree must complete 49 credits. EFND 506, Educational Research, is not required.)

*Note:* Students in option 3 must pass all requisite Praxis Series tests, which are mandated by the PDE.

# ELEMENTARY EDUCATION

The Elementary Education program has two options. Option 1 is available to individuals who already hold a valid instructional certificate in another area. Option 2 is available to individuals who do not hold an instructional certificate. Students in the program may pursue a Master of Science degree. For option 1, the degree normally requires 36 credits in course work. For option 2, the degree requires 47 credits in course work.

Below is the program of study for the two options. All students who are pursuing a Master's degree must complete the research and foundation course requirements and pass a comprehensive examination.

## Research Course Requirement (3 credits)

EFND 506	Educational Research	3
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## Foundation Course Requirements (6-9 credits)

EFND 501	Educational Psychology*	3
EFND 511	Educational Tests and Measurement	3
EFND 516	Advanced Educational Psychology	3
EFND 521	Advanced Foundations of Education	3

\*Not available in Option 1, but required in Option 2.

(Foundation course requirements may be modified depending on course work taken as part of first instructional certificate.)

## Option 1

ECUI 511	Computer Literacy for Educators	3
ERDG 501	Foundations of Reading/Language Arts	3
ERDG 516	Reading/Language Arts in the Content Areas	3
ESPC 506	Education of the Exceptional Child	3
EELM 506	Integrated Studies: Social Studies and Language Arts	4
EELM 511	Integrated Studies: Mathematics and Science	4
EELM 521	Elementary Classroom Management and Discipline	3
EELM 522	Elem. Teaching Internship: Planning	1
EELM 523	Elem. Teaching Internship: Instruction	1
EELM 524	Elem. Teaching Internship: Classroom Management	1
EELM 525	Elem. Teaching Internship: Professional Growth	1

(Individuals in option 1 who want an elementary instructional certificate, but not a Master's degree are required to complete 27 credits. The research course requirement is waived, as are the foundation course requirements provided the student has taken comparable foundation course work as part of the first instructional certificate.)

*Note:* Additional credits in the content areas for elementary education may be required in accordance with the student's previous course work or documented experience. Also, students in option 1 must pass the Elementary Education: Curriculum, Instruction, & Assessment test of the Praxis Series, which is mandated by the PDE.

**Option 2**

ECUI 511	Computer Literacy for Educators	3
ECUI 521	Field Experience I	1
ECUI 526	Field Experience II	1
ECUI 531	Field Experience III	1
ERDG 501	Foundations of Reading/Language Arts	3
ERDG 516	Reading/Language Arts in the Content Areas	3
ESPC 506	Education of the Exceptional Child	3
EELM 506	Integrated Studies: Social Studies and Language Arts	4
EELM 511	Integrated Studies: Mathematics and Science	4
EELM 521	Elementary Classroom Management and Discipline	3
EELM 522	Elem. Teaching Internship: Planning	2
EELM 523	Elem. Teaching Internship: Instruction	2
EELM 524	Elem. Teaching Internship: Classroom Management	2
EELM 525	Elem. Teaching Internship: Professional Growth	3

(Students in option 2 who want an elementary education certificate, but not a Master's degree are required to complete 44 credits in course work. EFND 506, Educational Research, is not required.)

*Note:* Additional credits in the content areas for elementary education may be required in accordance with the student's previous course work or documented experience. Also, students in option 2 are required to pass all required Praxis Series tests, which are mandated by the PDE.

## SECONDARY EDUCATION

The Secondary Education program offers two options. Option 1 is for students who hold a valid instructional certificate at a level different from grades 7-12 and want a 7-12 certificate. Option 2 is for students who do not hold an instructional certificate. Students in the program may pursue a Master of Science degree. For both options the Master of Science degree requires 36 credits in course work.

Below is the program of study for the two options. All students who are pursuing a Master's degree must complete the research and foundation course requirements and pass a comprehensive examination.

### **Research Course Requirement (3 credits)**

EFND 506	Educational Research	3
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### **Foundation Course Requirements (6 credits)**

EFND 501	Educational Psychology*	3
EFND 511	Educational Tests and Measurement	3
EFND 516	Advanced Educational Psychology	3
EFND 521	Advanced Foundations of Education	3

\*Not available in Option 1, but required in Option 2.

### **Option 1**

ECUI 511	Computer Literacy for Educators	3
ESEC 501	General Methods and Planning	3
ERDG 516	Reading/Language Arts in the Content Areas	3
ESEC*	Subject Methods	3
ESEC 566	Sec. Classroom Management and Discipline	3
ESEC 567	Sec. Teaching Internship: Planning	1
ESEC 568	Sec. Teaching Internship: Instruction	1
ESEC 569	Sec. Teaching Internship: Classroom Management	1
ESEC 570	Sec. Teaching Internship: Professional Growth	1
	Electives	8

\*ESEC 536, 541, 546, or 551, depending upon certification area.

(Individuals in option 1 who want a secondary instructional certificate, but not a Master's degree are required to complete a minimum of 19 credits. The research course requirement is waived, as are the foundation course requirements provided the student has taken comparable foundation course work as part of the first instructional certificate. Also, students pursuing an instructional certificate in mathematics must complete ESEC 556, Sec. School Mathematics Curriculum.)

*Note:* Additional credits in the subject area of the discipline may be required in accordance with the student's previous course work and how this relates to the program in which the student wishes to obtain certification. Also, students in option 1 must pass the appropriate content area Praxis Series test, which is mandated by the PDE.



**Option 2**

ECUI 511	Computer Literacy for Educators	3
ESEC 501	General Methods and Planning	3
ECUI 521	Field Experience I	1
ECUI 526	Field Experience II	1
ECUI 531	Field Experience III	1
ERDG 516	Reading/Language Arts in the Content Areas	3
ESEC*	Subject Methods	3
ESEC 566	Sec. Classroom Management and Discipline	3
ESEC 567	Sec. Teaching Internship: Planning	2
ESEC 568	Sec. Teaching Internship: Instruction	2
ESEC 569	Sec. Teaching Internship: Classroom Management	2
ESEC 570	Sec. Teaching Internship: Professional Growth	3

\*ESEC 536, 541, 546, or 551, depending upon certification area.

(Students in option 2 who want a secondary school certificate, but not a Master's degree are required to complete 33 credits in course work. EFND 506, Educational Research, is not required. Also, students pursuing an instructional certificate in mathematics must complete ESEC 556, Sec. School Mathematics Curriculum.)

*Note:* Additional credits in the subject area may be required in accordance with the student's previous course work and how this relates to the program in which the student wishes to obtain certification. Also, students in option 2 must pass all required Praxis Series tests, which are mandated by the PDE.

***ADDITIONAL CERTIFICATIONS AND SELF-IMPROVEMENT***

Students who already possess secondary teaching certification may pursue additional secondary certifications. Courses required for the additional certifications will depend on the areas(s) in which certification is sought and on previous work. The student should consult the Director of Graduate Education Programs regarding specific requirements.

# SPECIAL EDUCATION

The Special Education program has two options. Option 1 is available to individuals who hold a valid instructional certificate in another area and want to be certified in special education. Option 2 is available to individuals who do not hold an instructional certificate. Students in the program may pursue a Master of Science degree. For option 1, the Master of Science degree requires 43 credits in course work. For option 2, the Master of Science degree requires 54 credits in course work.

Below is the program of study for the two options. All students who are pursuing a Master's degree must complete the research and foundation course requirements and pass a comprehensive examination.

<b>Research Course Requirement (3 credits)</b>		
EFND 506	Educational Research	3
<b>Foundation Course Requirements (6 credits)</b>		
EFND 501	Educational Psychology*	3
EFND 516	Advanced Educational Psychology	3
EFND 521	Advanced Foundations of Education*	3
ECUI 541	Current Trends in Education	3

\*Required in Option 2.

(Foundation course requirements may be modified depending on course work completed as part of first instructional certificate.)

*Note:* EFND 501 is not available in Option 1.

<b>Option 1</b>		
ECUI 511	Computer Literacy for Educators	3
ESPC 501	Inclusionary Classroom Practices	3
ESPC 506	Education of the Exceptional Child	3
ESPC 516	Special Education Assessment	3
ESPC 521	Assessment Practicum	3
ESPC 526	Secondary, Transitional/Vocational Services	3
ESPC 531	Curriculum for Low Incidence Disabilities	3
ESPC 536	Curriculum for High Incidence Disabilities	3
ESPC 541	Emotional/Behavioral Disabilities	3
ESPC 546	Professional Seminar	3
ESPC 551	Spec Ed Teaching Internship: Planning	1
ESPC 552	Spec Ed Teaching Internship: Instruction	1
ESPC 553	Spec Ed Teaching Internship: Classroom Management	1
ESPC 554	Spec Ed Teaching Internship: Professional Growth	1

(Individuals in option 1 who want a special education instructional certificate, but not a Master's degree are required to complete 34 credits. EFND 506, Educational Research, is waived, as are the foundation course requirements provided the student has taken comparable foundation course work as part of the first instructional certificate.)

*Note:* Individuals in option 1 must pass the Praxis Series test 20353, Education of the Exceptional Students: Core Content Knowledge, which is mandated by the PDE.

## Option 2

ECUI 511	Computer Literacy for Educators.....	3
ECUI 521	Field Experience I .....	1
ECUI 526	Field Experience II.....	1
ECUI 531	Field Experience III .....	1
ESPC 501	Inclusionary Classroom Practices .....	3
ESPC 506	Education of the Exceptional Child .....	3
ESPC 511	Learning Disabilities .....	3
ESPC 516	Special Education Assessment .....	3
ESPC 521	Assessment Practicum .....	3
ESPC 526	Secondary, Transitional/Vocational Services .....	3
ESPC 531	Curriculum for Low Incidence Disabilities .....	3
ESPC 536	Curriculum for High Incidence Disabilities.....	3
ESPC 541	Emotional/Behavioral Disabilities .....	3
ESPC 546	Professional Seminar .....	3
ESPC 551	Spec Ed Teaching Internship: Planning .....	2
ESPC 552	Spec Ed Teaching Internship: Instruction .....	2
ESPC 553	Spec Ed Teaching Internship: Management.....	2
ESPC 554	Spec Ed Teaching Internship: Professional Growth.....	3

(Students in option 2 who want a special education instructional certificate, but not a Master's degree are required to complete 51 credits in course work. EFND 506, Educational Research, is not required.)

*Note:* Students in option 2 must pass all required Praxis Series tests, which are mandated by the PDE.

# READING EDUCATION

The Reading Education program has two options. Option 1 is available to individuals who hold a valid instructional certificate in another area. Option 2 is available to individuals who do not hold a valid instructional certificate. Students in option 1 may pursue either a Master of Arts degree or a Master of Science degree. The Master of Arts degree requires 30 credits in course work and a 6 credit thesis. The Master of Science degree requires 36 credits in course work. Students in option 2 may pursue only the Master of Science degree, which requires 48 credits in course work.

Below is the program of study for the two options. All students who are pursuing a Master's degree must complete the research and foundation course requirement and pass a comprehensive examination.

**Research Course Requirement (3 credits)**

EFND 506	Educational Research	3
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**Foundation Course Requirements (6-9 credits)**

EFND 501	Educational Psychology*	3
EFND 511	Educational Tests and Measurement*	3
EFND 516	Advanced Educational Psychology	3
EFND 521	Advanced Foundations of Education*	3

\*Required in Option 2

(Students in option 1 must complete 6 credits; students in option 2 must complete 9 credits.)

*Note:* EFND 501 is not available in Option 1.

**Option 1**

ERDG 501	Foundations of Reading/Language Arts	3
ERDG 506	Reading: Psycholinguistic Bases	3
ERDG 511	Diagnosis of Reading Disabilities	3
ERDG 516	Reading/Language Arts in the Content Areas	3
ERDG 521	Organizing and Operating Reading Programs	3
ERDG 526	Reading Practicum	3
ERDG 531	Children's and Adolescent Literature	3
	Thesis	6
	Electives	6

(Individuals who want a reading specialist instructional certificate, but not a Master's degree must complete 21 credits. The educational research requirement is waived, as are the foundation course requirements.)

*Note:* Students in option 1 must pass the Praxis Series test 10300, Reading Specialist, which is mandated by the PDE.



**Option 2**

ECUI 521	Field Experience I	1
ECUI 526	Field Experience II	1
ECUI 531	Field Experience III	1
ERDG 501	Foundations of Reading/Language Arts	3
ERDG 506	Reading: Psycholinguistic Bases	3
ERDG 511	Diagnosis of Reading Disabilities	3
ERDG 516	Reading/Language Arts in the Content Areas	3
ERDG 521	Organizing and Operating Reading Programs	3
ERDG 526	Reading Practicum	3
ERDG 531	Children's and Adolescent Literature	3
EELM 521	Elementary (or Secondary) Classroom	3
or ESEC 566	Management and Discipline	
EELM 522	Elementary (or Secondary) Teaching	2
or ESEC 567	Internship: Planning	
EELM 523	Elementary (or Secondary) Teaching	2
or ESEC 568	Internship: Instruction	
EELM 524	Elementary (or Secondary) Teaching	2
or ESEC 569	Internship: Classroom Management	
EELM 525	Elementary (or Secondary) Teaching	3
or ESEC 570	Internship: Professional Growth	

(Individuals who want a reading specialist instructional certificate, but not a Master's degree must complete 45 credits. EFND 506, Educational Research, is waived.)

*Note:* Students in option 2 must pass all required Praxis Series tests, which are mandated by the PDE.

**Reading Supervisor**

The University offers an approved program for becoming certified as a reading supervisor in Pennsylvania. Please see the program description in the Supervision section of this catalog.

## COMBINED FIVE-YEAR B.S./M.S. PROGRAM

For students enrolled in the undergraduate program in Elementary Education, a special program leading to the Bachelor of Science degree in Elementary Education in four years and to the Master of Science degree in Special Education in the fifth year is available.

Likewise, for students enrolled in the undergraduate program in Special Education, a program leading to the Bachelor of Science degree in Special Education in four years and to the Master of Science degree in Elementary Education in the fifth year is available. During the candidate's junior year, the student may make application to the combined B.S./M.S. program for entry during the student's senior year. The application is due 1 February of the junior year, and students must pass all Praxis Series tests required for the undergraduate certificate before the spring semester of the senior year. During the spring semester of the candidate's senior year, two graduate courses (six graduate credits) will be taken to contribute toward both the B.S. and M.S. degrees.

Students will take 6 graduate credits during the spring semester of the senior year; 6 graduate credits during the summer session immediately following the attainment of the B.S. degree; 12 credits during the fall semester of the fifth year; and 12 credits during the spring semester of the fifth year. Also, students must pass a comprehensive examination before the Master's degree will be awarded.

Below is the program of study for undergraduate elementary education majors who desire the Master of Science in Special Education in the fifth year.

<b>Research Course Requirement (3 credits)</b>		
EFND 506	Educational Research	3
<b>Foundation Course Requirement (3 credits)</b>		
EFND 516	Advanced Educational Psychology	3
<b>Special Education Course Requirements (30 credits)</b>		
ESPC 501	Inclusionary Classroom Practices	3
ESPC 511	Learning Disabilities	3
ESPC 516	Special Education Assessment	3
ESPC 521	Assessment Practicum	1
ESPC 526	Secondary, Transitional/Vocational Services	3
ESPC 531	Curriculum for Low Incidence Disabilities	3
ESPC 536	Curriculum for High Incidence Disabilities	3
ESPC 541	Emotional/Behavioral Disabilities	3
ESPC 546	Professional Seminar	3
ESPC 551	Spec Ed Teaching Internship: Planning	1
ESPC 552	Spec Ed Teaching Internship: Instruction	1
ESPC 553	Spec Ed Teaching Internship: Classroom Management	1
ESPC 554	Spec Ed. Teaching Internship: Professional Growth	2

*Note:* Students must pass the special education Praxis Series test 20353, Education of Exceptional Students: Core Content Knowledge, which is mandated by the PDE.

Below is the program of study for undergraduate special education majors who desire the Master of Science degree in Elementary Education in the fifth year.

**Research Course Requirement (3 credits)**

EFND 506	Educational Research	3
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**Foundation Course Requirements (6 credits)**

EFND 501	Educational Psychology	3
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EFND 511	Educational Tests and Measurement*	3
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EFND 521	Advanced Foundations of Education	3
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\*Required

**Elementary Education Course Requirements (27 credits)**

ERDG 516	Reading/Language Arts in the Content Areas	3
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EELM 506	Integrated Studies: Language Arts and Social Studies	4
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EELM 511	Integrated Studies: Mathematics and Science	4
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ECUI 541	Current Trends in Education	3
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EELM 521	Elementary Classroom Management and Discipline	3
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EELM 522	Elem Teaching Internship: Planning	1
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EELM 523	Elem Teaching Internship: Instruction	1
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EELM 524	Elem Teaching Internship: Classroom Management	1
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EELM 525	Elem Teaching Internship: Professional Growth	1
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	Electives	6
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*Note:* Students must pass the Praxis Series test 10011, Elementary Education: Curriculum, Instruction, & Assessment, which is mandated by the PDE.

## ADMINISTRATION (PRINCIPAL K-12)

The administration program is designed to prepare principals for grades K-12. For admission to the program, an applicant must meet The Graduate School admissions standards on page 11 and departmental requirements on page 30 of this catalog. In addition, the applicant must hold a valid instructional or educational specialist certificate.

### ***THE MASTER OF SCIENCE DEGREE***

The student will be recommended for the Master of Science degree in Educational Administration after satisfactorily completing the following program of study and the comprehensive examination.

#### **Educational Research Course (3 credits)**

EFND 506	Educational Research	3
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#### **Foundations of Education Course (3 credits)**

EFND 521	Advanced Foundations of Education	3
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#### **Curriculum and Instruction Course (3 credits)**

ECUI 501	Improving Instruction	
or		3

ECUI 506	Curriculum Theory and Development	
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#### **Administration Courses (24 credits)**

EADM 501	Educational Administration	3
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EADM 506	Problems in School Administration & Supervision	3
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EADM 511	School Finance	3
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EADM 516	School Law	3
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EADM 521	Principal as Administrator	3
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EADM 526	Principles & Practices of Supervision	3
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EADM 531	Practicum in Elementary School Administration	3
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EADM 536	Practicum in Secondary School Administration	3
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#### **Psychological and Behavioral Course (3 credits)**

An appropriate course approved by mentor	3
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#### **Elective (3 credits)**

An appropriate course approved by mentor	3
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*N.B.* Personnel from the Diocese of Scranton schools will complete 6 credits in Theology courses in lieu of the psychological and behavioral course and the elective course.



## ***CERTIFICATION WITHOUT A MASTER'S DEGREE***

ECUI 501	Improving Instruction	3
or		
ECUI 506	Curriculum Theory and Instruction	3
EADM 501	Educational Administration	3
EADM 506	Problems in School Administration & Supervision	3
EADM 511	School Finance	3
EADM 516	School Law	3
EADM 521	Principal as Administrator	3
EADM 526	Principles & Practices of Supervision	3
EADM 531	Practicum in Elementary School Administration	3
EADM 536	Practicum in Secondary School Administration	3

**Note:** In addition to the above requirements, at least five years of appropriate certificated experience in basic education are necessary for a Commonwealth of Pennsylvania administrative certificate.

## SUPERVISION

The Supervision program prepares school subject supervisors in the following areas:

Communication (English)	Reading
Foreign Languages	School Guidance Services
Mathematics	Science
	Social Studies

### **ADMISSION REQUIREMENTS**

For admission to the supervision program, an applicant must meet The Graduate School admission standards on page 11 and departmental requirements on page 30 of this catalog. In addition, the applicant must hold a valid instructional or educational specialist certificate in the area in which the supervision certificate is being sought.

### **COURSE REQUIREMENTS**

The curricular requirements for a supervisory certificate require completion of 24 credits taken from the following list of courses. Students in the reading supervisor's program need 27 credits. In addition, certification in the discipline to be supervised and five years of relevant experience in the discipline are required.

EFND 506	Educational Research	3
ECUI 501	Improving Instruction	3
ECUI 506	Curriculum Theory and Instruction	3
EADM 506	Problems in School Administration & Supervision	3
EADM 511	School Law	3
EADM 526	Principles and Practices of Supervision	3
EADM 546	Practicum in Supervision	3
ERDG 536	Seminar in Reading Research*	3
COUN 503	Group Process and Practice	
or		3
ECUI 516	Group Processes in Classrooms	
COUN 508	Developmental Psychology	
or		3
EFND 501	Educational Psychology	

\* Required for and restricted to students in the reading supervisor's program.

**Note:** In addition to the above requirements, at least five years of appropriate certificated experience in basic education are necessary for a Commonwealth of Pennsylvania supervisory certificate.

# ASSISTANT SUPERINTENDENT/SUPERINTENDENT LETTER OF ELIGIBILITY

The superintendent of a school district is the chief educational leader of a dynamic educational organization. In his/her role there are specific functions which must be performed. Each person brings his/her own unique personality to this role. Much of the skills and knowledge necessary to function are similar from setting to setting while others are site-specific. The objective of this program is to provide both general and unique competencies.

The superintendent is the chief executive officer of a school district. He/she must serve as the educational leader of the community and as the manager of the human and fiscal resources of the school district. As managers, superintendents succeed by cooperating with staff, board, and community. Therefore, the traditional skills of management must be coupled with human relations skills and sensitivity to socio-economic forces within the community. Superintendents must have technical, human, and conceptual ability.

This program is designed to develop superintendents and assistant superintendents competent to plan, to monitor, and to evaluate activities touching many roles. Leaders must delegate. Therefore, the goal is not that program participants be experts in all areas but rather that they be competent to provide leadership and to accept accountability for all activities. Courses and experiences emphasize that education is a human process requiring group support and involvement if administration is to be successful.

## ADMISSION REQUIREMENTS

In addition to meeting The Graduate School admission standards on page 11 and the departmental requirements on page 30 of this catalog, the candidate must meet the following requirements for acceptance into the program:

1. Possess a Master's degree with a GPA of 3.50;
2. Have three years professional experience as a school administrator/supervisor;
3. Submit a resume, including educational background, work experiences, references, and any additional pertinent material;
4. Hold or be eligible for a Pennsylvania elementary/secondary principal or supervisor certificate at the point of application for initial Superintendent's Letter of Eligibility;
5. Submit a statement of purpose for enrolling.

## PROGRAM REQUIREMENTS

It is expected that applicants have certain specific courses in their educational background. To ascertain what courses may be required in addition to the course requirements for the superintendent sequence, please see the program director.

The course sequence specific to the preparation of superintendents and assistant superintendents represents 24 credits, six of which are the Superintendent's Role Seminar and Internship. These experiences place students into an educational setting under the immediate supervision of a practicing superintendent. A contracted program of role-related experience will be developed which considers the needs of the candidate. Candidates will function in para-administrative capacities during this year-long sequence of field-related clinical experiences.

The course requirements for the superintendent's sequence are as follows:

		Credits
EADM 601	Personnel Management for Educators	3
EADM 606	School Plant Management	3
EADM 611	School and Community Relations	3
EADM 616	Seminar in Advanced School Finance	3
EADM 621	Seminar in Advanced School Law	3
ESPC 501	Inclusionary Classroom Practices	3
EADM 626	Superintendent's Role: Seminar & Internship	3

## COURSE DESCRIPTIONS

### FOUNDATION OF EDUCATION COURSES

*Credits*

**EFND 501.**  
**Educational Psychology** 3  
(Formerly Ed 501; prerequisite, teaching experience or consent of instructor) A study of psychological principles related to education, including learning, motivation, and evaluation, with emphasis on practical application in the classroom setting.

**EFND 506.**  
**Educational Research** 3  
(Formerly Ed 502) A course designed to introduce students to scientific research. Covered will be basic statistical techniques, such as correlation, t-test, and Chi-square; quantitative research designs; ethnographic research; and meta-analysis. Emphasis will be placed on hypothesis-testing. Students will be required to complete a scientific research project.

**EFND 511.**  
**Educational Tests and Measurement** 3  
(Formerly Ed 503) Fundamental concepts applicable to educational testing, including validity, reliability, and types of scores. Uses of standardized tests, especially achievement tests, in school settings. Methods of developing classroom tests.

**EFND 516.**  
**Advanced Educational Psychology** 3  
(Formerly Ed 504) The course is designed to take the educator beyond familiarity with basic psychological theories and principles to a level in which they can apply and use these theories to inform and improve their classroom performance.

**EFND 521.**  
**Advanced Foundations of Education** 3  
(Formerly Ed 508) This course is intended to present the foundations of education in an integrated, multidisciplinary approach. It will trace the development of education both as an institution and in terms of the ideas that have shaped that institution. The goal is a thorough perspective on education as it is today.

## CURRICULUM AND INSTRUCTION COURSES

**ECUI 501.**  
**Improving Instruction** 3  
(Formerly Ed 509) Students will study a wide spectrum of techniques and strategies to improve classroom instruction and enhance learning. Emphasis will be on practical classroom applications.

**ECUI 506.**  
**Curriculum Theory and Development** 3  
(Formerly Ed 510) Principles of curriculum construction which underlie the reorganization of the program of studies for elementary and secondary schools, sources of the curriculum, methods of organization, structure of knowledge, and curriculum planning and development.

**ECUI 511.**  
**Computer Literacy for Educators** 3  
(Formerly Ed 511) This course for educators is designed to meet the following goals. 1. To know how computers operate; 2. To develop ability to use the computer; 3. To become aware of some of the applications of computers; 4. To understand the social implications of computers and computing; and 5. To understand the rudiments of the LOGO computing language, a language commonly available for microcomputers which promotes structured programming characterized by top-down design with step-wise refinement through modularization.

**ECUI 516.**  
**Group Processes in Classrooms** 3  
(Formerly Ed 514) A study of group processes as they impact on the management and instruction of classrooms. It will be presented in both its theoretical and practical dimensions.

**ECUI 521.**  
**Field Experience I** 1  
(Formerly Ed 516; co- or prerequisites, EFND 521 or permission of instructor) Competency in making informed and structured observation of teaching styles, techniques and environments will be developed through videotaped and written case studies.

**ECUI 526.**  
**Field Experience II** 1  
(Formerly Ed 517; prerequisites, ECUI 521 and co- or prerequisite, EFND 501 or per-

mission of instructor. Requires application to advisor and approval by program director during registration.) Course stresses exposure to basic education environments by assigning projects to be carried out in basic education schools and other agencies. Assignments will be completed through observation, tutoring, and oral/written reports.

### **ECUI 531.**

#### **Field Experience III 1**

(Formerly Ed 518; prerequisites, ECUI 526 and co- or prerequisite, ESEC 501 or permission of instructor. Requires application to advisor and approval by program director during registration.) Course stresses exposure to the world of the teacher by involving the student in activities in basic education. Activities will be completed under the guidance of an assigned teacher in a basic education school setting. Secondary settings are in the fall semester, and elementary are in the spring semesters.

### **ECUI 536.**

#### **Teaching the Gifted Child 3**

(Formerly Ed 562) Teachers will have an opportunity to study the broad range of giftedness in children. Emphasis will be on how to foster the development of gifted youngsters in our schools. Programming for the gifted will be studied also.

### **ECUI 541.**

#### **Current Trends in Education Variable to 3**

(Formerly Ed 569) Students will examine trends affecting the environment of basic education and their impact on the classroom. Special emphasis will be placed on strategies, methods, and models of instruction that address the trends studied.

### **ECUI 590**

#### **Research Seminar 3-6**

Designed for students who are working on their M.A. theses. Registration is only with permission of advisor and the department chair.

## **EARLY CHILDHOOD COURSES**

### **EECE 501.**

#### **Early Childhood Education 3**

(Formerly Ed 593) An overview of the multiple historical, philosophical, and social foundations of Early Childhood Education, birth through eight years old. An understanding of young children and their fami-

lies, current trends, issues, and legislation in early childhood education, as well as the profession's Code of Conduct, professional literature, organizations, and resources.

Insight to serving as an advocate on behalf of young children and their families, and demonstrating an understanding of basic principles of administration, organization, and operation of early childhood programs.

### **EECE 506.**

#### **Development of the Early Learner 3**

(Formerly Ed 594) This course focuses on the psychomotor, affective, and cognitive development of the early learner, birth through age eight. Theory-to-practice linkages are stressed through knowledge of how young children develop and learn, and providing opportunities that support the development and learning of individual children, including those with special needs. The fact that children are best understood in the contexts of family, culture, and society is explored.

### **EECE 511.**

#### **Assessment in Early Childhood**

#### **Education 3**

(Formerly Ed 595; prerequisite, EECE 506) This course focuses on assessing the psychomotor, cognitive, and affective development, as well as the educational progress, of the early learner. Informal and formal assessment strategies and instruments are explored, and their use applied to planning developmentally appropriate curriculum and teaching in the early childhood environment. Quality of the total environment for children and their families is examined through the use of formative and summative program evaluations.

### **EECE 516.**

#### **Math/Science/Health Methods in ECE 3**

(Formerly Ed 596; prerequisite, EECE 511) This course will provide the student with an appropriate knowledge base from which to design instructional sequences that integrate science, health, and mathematics concepts for young learners. Students are guided in planning and implementing developmentally appropriate activities and instructional strategies to meet the needs of individual children, including those with special needs, and in establishing and maintaining a physically and psychologically safe and healthy learning environment for young children.



**EECE 521.****Early Childhood Education****Internship: Planning** Variable to 2

Preparation of actual teaching plans during early childhood student teaching. Students will teach in a K-3 setting for nine weeks and in a pre-school setting for three weeks. Application required.

**EECE 522.****Early Childhood Education****Internship: Instruction** Variable to 2

Involvement in implementing methods and techniques. Early childhood students teaching on a full-time basis under the supervision of classroom teachers and University supervisors. Students will teach in a K-3 setting for nine weeks and in a pre-school setting for three weeks.

**EECE 523.****Early Childhood Education Internship:****Classroom Management** Variable to 2

Involvement in the management of learning situations during early childhood student teaching. Students will teach in a K-3 setting for nine weeks and in a pre-school setting for three weeks.

**EECE 524.****Early Childhood Education Internship:****Professional Growth** Variable to 3

The demonstration of professional growth during student teaching as evidenced by professional behavior and skills, a commitment to improvement, and ability to relate to others. This will include attendance at and participation in a weekly seminar to analyze and discuss professional considerations and student-teaching problems. Students will teach in a K-3 setting for nine weeks and in a pre-school setting for three weeks. Completed ACT 34 and Child Abuse History Clearances are required previous to receiving a field assignment.

**EECE 590****Research Seminar**

3-6

Designed for students who are working on their M.A. theses. Registration is only with permission of advisor and department chair.

## **ELEMENTARY EDUCATION COURSES**

**EELM 501.****Creativity in the Classroom**

3

(Formerly Ed 561) This course is the study of the dynamics of creativity as it affects the

classroom performance of students. Special attention will be given to teaching creativity as a skill or process, methodologies for teaching creative problem solving, developing a classroom climate conducive to the creative process and programs which utilize creative problem solving.

**EELM 506.****Integrated Studies: Social Studies and Language Arts**

4

(Formerly Ed 577) This course provides knowledge of the child's needs in the social sciences, the humanities and the process of language acquisition. Planning for the instructional strategies used in teaching history, geography, politics, social influences and economics are examined with a multi-cultural emphasis through Language Arts in the curriculum.

**EELM 511.****Integrated Studies: Mathematics and Science**

4

(Formerly Ed 571 and Ed 574) This course is designed to provide the elementary education major with planning and instructional strategies appropriate for use in the mathematics and science curricular area of the elementary curriculum. An analysis of content and methodology will be made in light of the needs of the elementary school, the elementary student and society.

**EELM 516.****Elementary S-T-S Methods**

3

(Formerly Ed 575; elementary science teaching experience or approval of instructor) This course will acquaint in-service teachers with the basic tenets of the field of science-technology-society and how it may pertain to elementary science education. By examining methods of introducing S-T-S issues and topics into the elementary school curriculum, students will be able to construct and implement S-T-S units for their own use.

**EELM 521.****Elementary Classroom Management and Discipline**

3

(Formerly Ed 513; prerequisites, EELM 506, EELM 511, and ECUI 531; co-requisites, EELM 522, 523, 524 and 525) An in-depth study of the rationale, theories and techniques for creating an elementary school classroom environment where learning can take place and for handling specific

individual and group behavior problems in productive ways.

**EELM 522.**

**Elementary Teaching Internship: Planning** **Variable to 2**  
(Formerly Ed 586; prerequisites ESEC 501, ECUI 521 and ECUI 526) Competency will be developed in unit and lesson planning during actual teaching practice in an elementary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

**EELM 523.**

**Elementary Teaching Internship: Instruction** **Variable to 2**  
(Formerly Ed 587; co-requisite, EELM 522) Competency will be developed in the delivery of effective instruction utilizing appropriate methodologies at appropriate levels during actual teaching practice in an elementary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

**EELM 524.**

**Elementary Teaching Internship: Classroom Management** **Variable to 2**  
(Formerly Ed 588; co-requisite, EELM 522) Competency will be developed in classroom management including routine paper work, maintaining a positive atmosphere and utilizing appropriate discipline methods during actual teaching practice in an elementary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

**EELM 525.**

**Elementary Teaching Internship: Professional Growth** **Variable to 3**  
(Formerly Ed 589; co-requisite, EELM 522) Positive professional development will be documented during actual teaching practice in an elementary school through periodic evaluation and observation by assigned school mentors and University faculty of participation in seminars, appropriate reaction to suggestions and criticism, and fulfilling general responsibilities as outlined in The Student Teaching Handbook.

**SECONDARY EDUCATION COURSES**

**ESEC 501.**

**General Methods and Planning** **3**  
(Formerly Ed 512) Methodology for setting direction in the classroom, creating a learning situation, developing the content. Reinforcing and evaluation will be covered. Students will be involved with developing plans for teaching.

**ESEC 506.**

**Modern Algebra for Teachers** **3**  
(Formerly Ed 554) A treatment of groups, rings, etc., culminating in the negative result, Abel's Theorem, that there can be no formula for solving polynomial equations of degree greater than four. Whenever possible, the material shall be related to the various subsets of the real number system covered in the secondary schools.

**ESEC 511.**

**Linear Algebra and Theory of Equations** **3**  
(Formerly Ed 555) A study of second-, third- and fourth-degree equations and systems of equations. Along with the methods of solution, an attempt will be made to provide the teacher with a backlog of applications for each type in the form of word problems.

**ESEC 516.**

**Introductory Analysis** **3**  
(Formerly Ed 556) An in-depth study of the concepts and principles of calculus that are generally encountered in a secondary school analysis course. Emphasis will be placed on the development of the concepts of limit, derivative and integral, and the various techniques a teacher might utilize in presenting them to a secondary school class. The student need not presently possess facility with calculus as this will develop during the course.

**ESEC 521.**

**Geometry** **3**  
(Formerly Ed 557) A study of Euclidean geometry including a discussion of methods and materials that teachers may employ in order to generate interest and enhance presentations. Wherever possible, relevant practical applications will be provided. A discussion of certain transformations will also be included.

- ESEC 526.**  
**Probability and Statistics** 3  
 (Formerly Ed 558) An axiomatic approach to probability covering the basic rules, independence and conditional probability, probability functions, normal curve and hypothesis testing.
- ESEC 531.**  
**Introduction to Computing** 3  
 (Formerly Ed 559) A discussion of various secondary-school problem-solving techniques that involves the use of computers.
- ESEC 536.**  
**Subject Methods: Citizenship** 3  
 Utilizing knowledge of planning and teaching generally, students will be guided in the analysis of specific content and techniques for teaching citizenship. They will demonstrate their ability to carry out plans in "micro" teaching experiences.
- ESEC 541.**  
**Subject Methods: Foreign Language** 3  
 Utilizing knowledge of planning and teaching generally, students will be guided in the analysis of specific content and techniques for teaching foreign language. They will demonstrate their ability to carry out plans in "micro" teaching experiences.
- ESEC 546.**  
**Subject Methods: Mathematics** 3  
 Utilizing knowledge of planning and teaching generally, students will be guided in the analysis of specific content and techniques for teaching mathematics. They will demonstrate their ability to carry out plans in "micro" teaching experiences.
- ESEC 551.**  
**Subject Methods: Science** 3  
 Utilizing knowledge of planning and teaching generally, students will be guided in the analysis of specific content and techniques for teaching science. They will demonstrate their ability to carry out plans in "micro" teaching experiences.
- ESEC 556.**  
**The Secondary School Mathematics Curriculum** 3  
 (Formerly Ed 572; co- or prerequisites, ESEC 501) This course examines the strategies and content of the mathematics curricula of the secondary school and attempts to compare them to major contemporary reform efforts. The course includes a review of secondary (junior and senior high school) mathematics.
- ESEC 561.**  
**Secondary S-T-S Methods** 3  
 (Formerly Ed 576; secondary science teaching experience or approval of instructor)  
 This course will acquaint in-service teachers with the basic tenets of the field of science-technology-society and how it may pertain to secondary science education. By examining methods of introducing S-T-S issues and topics into the secondary school curriculum, students will be able to construct and implement S-T-S units for their own use.
- ESEC 566.**  
**Secondary Classroom Management and Discipline** 3  
 (Formerly Ed 515; prerequisites, ESEC 501, ECUI 531, and appropriate subject methods course; co-requisites, ESEC 567, 568, 569 and 570) An in-depth study of the rationale, theories and techniques for creating a secondary school classroom environment where learning can take place and for handling specific individual and group behavior problems in productive ways.
- ESEC 567.**  
**Secondary Teaching Internship: Planning Variable to 2**  
 (Formerly Ed 581; prerequisites, ESEC 501; co-requisite, ESEC 566) Competency will be developed in unit and lesson planning during actual teaching practice in a secondary school. Supervision and evaluation will be by appropriate school mentors and University faculty.
- ESEC 568.**  
**Secondary Teaching Internship: Instruction** Variable to 2  
 (Formerly Ed 582; co-requisite, ESEC 566) Competency will be developed in the delivery of effective instruction utilizing appropriate methodologies at appropriate levels during actual teaching practice in a secondary school. Supervision and evaluation will be by appropriate school mentors and University faculty.
- ESEC 569.**  
**Secondary Teaching Internship: Classroom Management** Variable to 2  
 (Formerly Ed 583; co-requisite, ESEC 566) Competency will be developed in classroom



management including routine paper work, maintaining a positive atmosphere and utilizing appropriate discipline methods during actual teaching practice in a secondary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

**ESEC 570.**

**Secondary Teaching Internship:**  
**Professional Growth** **Variable to 3**  
(Formerly Ed 584; co-requisite, ESEC 566)  
Positive professional development will be documented during actual teaching practice in a secondary school through periodic evaluation and observation by assigned school mentors and University faculty of participation in seminars, appropriate reaction to suggestions and criticism, and fulfilling general responsibilities as outlined in The Student Teaching Handbook.

**SPECIAL EDUCATION  
COURSES**

**ESPC 501.**

**Inclusionary Classroom Practices** **3**  
(Formerly Ed 565) Students will receive guidance in supporting the disabled student in a general education classroom, and in supporting the special education teacher and ancillary staff in providing instruction for the disabled child. We will explore methods for facilitating the acceptance and learning of the disabled student in the context of a general education environment.

**ESPC 506.**

**Education of the Exceptional Child** **3**  
(Formerly Ed 568) A general view of the field; historical background - both philosophical and legislative, with special emphasis upon PL 94-142. Physical, mental and emotional handicaps will be reviewed in some detail. Special concerns of gifted children will also be presented. Preventive and remedial programs and practices will be emphasized.

**ESPC 511.**

**Learning Disabilities** **3**  
Introduction to learning disabilities. Definitions, current theories, etiological bases, and educational management of students with learning disabilities and/or hyperactivity and attention deficit are emphasized.

**ESPC 516.**

**Special Education Assessment** **3**  
Course is focused on strategies, methods and instruments for assessing students with disabilities cognitive, psychomotor, and affective development. *Theory to practice* linkages are stressed. An observation component is part of course expectations.

**ESPC 521.**

**Assessment Practicum** **3**  
Students will obtain experience with assessment of students' special needs.

**ESPC 526.**

**Secondary, Transitional and Vocational Services** **3**  
The role of the special education teacher in designing and implementing transitional and vocational services for students with disabilities. Emphasis is on the role of the special education professional as an advocate for access to school, state and federal resources for persons with disabilities.

**ESPC 531.**

**Curriculum for Low Incidence Disabilities** **3**  
Emphasis on the effective design and use of curriculum and materials to educate students with low incidence disabilities.

**ESPC 536.**

**Curriculum for High Incidence Disabilities** **3**  
Emphasis on the effective design and use of curriculum and materials to educate students (age 3 through 12) with high incidence disabilities.

**ESPC 541.**

**Emotional/Behavioral Disabilities** **3**  
A study of the problems associated with emotional and behavioral disabilities in the classroom. Emphasis is on behavior management and appropriate learning strategies for inclusionary, general education classrooms, self-contained special education classes and residential schools.

**ESPC 546**

**Professional Seminar** **3**  
Focus on the special educator as a team member in a large group, which may include administrators, ancillary staff, parents, and other professionals. Students will be closely guided in IEP's, transition plans, and school based grant proposals. Additionally students will construct portfolios and participate in case management.

**ESPC 551.****Special Education Teaching****Internship: Planning** Variable to 2

Preparation of actual teaching plans during special education student teaching.

Application required.

**ESPC 552****Special Education Teaching****Internship: Instruction** Variable to 2

Involvement in implementing methods and techniques. Special education student teaching on a full-time basis under the supervision of classroom teachers and University supervisors.

**ESPC 553****Special Education Teaching Internship:****Classroom Management** Variable to 2

Involvement in the management of learning situations during special education student teaching.

**ESPC 554****Special Education Teaching Internship:****Professional Growth** Variable to 3

The demonstration of professional growth during student teaching as evidenced by professional behavior and skills, a commitment to improvement, and ability to relate to others. This will include attendance at and participation in a weekly seminar to analyze and discuss professional considerations and student teaching problems. Completed Act 34 and Child Abuse History Clearances are required previous to receiving a field assignment.

**READING EDUCATION COURSES****ERDG 501.****Foundations of Reading/****Language Arts** 3

(Formerly Ed 541) A course designed to provide an introduction to reading/language arts instruction and programs. Consideration will be given to literary instruction relevant to both skills-based programs and whole-language programs.

**ERDG 506.****Reading: Psycholinguistic Bases** 3

(Formerly Ed 542; prerequisite, ERDG 501 or consent of instructor) A course designed to familiarize students with psycholinguistic underpinnings of reading. Language acquisition and dialect variation, along with their effect on learning to read, are covered. Strategies to make students proficient in

graphophonemic, syntactic, and semantic sources of information are given prominence.

**ERDG 511.****Diagnosis of Reading Disabilities** 3

(Formerly Ed 543; prerequisite, ERDG 506 or consent of instructor) A course designed to assist the student in becoming proficient in diagnostic skills. Standardized tests and informal assessment instruments will be examined and administered. The course has a practicum aspect in that the student will be required to diagnose developmental and disabled readers at the elementary and secondary level. Reports detailing the findings and recommendations or overcoming the problems will be written.

**ERDG 516.****Reading/Language Arts in the Content Areas** 3

(Formerly Ed 545) A course designed for acquainting students with strategies for teaching functional reading in the elementary and secondary schools. Covered will be reading, writing, and discussing strategies that facilitate elementary and secondary students' ability to reconstruct meaning from content-area materials.

**ERDG 521.****Organizing and Operating Reading Programs** 3

(Formerly Ed 546) A course dealing with the responsibilities for setting up and directing a school reading program. Attention will be given to aspects of programs and approaches to reading instruction at various grade levels. Program evaluation, staff development, and societal problems that affect reading development will be discussed.

**ERDG 526.****Reading Practicum** 3

(Formerly Ed 549; prerequisite, ERDG 511 or consent of instructor) A practicum designed to provide supervised tutorial experiences. The student will diagnose a disabled elementary school reader and a disabled secondary school reader and provide tutorial instruction designed to ameliorate the disabled reader's problems. For each disabled reader tutored, the student will write a report containing the results of the diagnosis, remediation, progress, and recommendations.



**ERDG 531.**  
**Children's and Adolescent Literature** 3  
 (Formerly Ed 563) A course designed to acquaint students with literature written for children and adolescents. Children and adolescents' literary needs and interests will be emphasized.

**ERDG 536.**  
**Seminar in Reading Research** 3  
 (Formerly Ed 550) A course designed to enable students pursuing the supervisory certificate in reading to examine the recent research in reading education. Emphasis will be placed on studies that have a direct impact on reading instruction. Students will be required to complete a scientific research study in reading.

**ERDG 590**  
**Research Seminar** 3-6  
 Designed for students who are working on their M.A. theses. Registration is only with permission of the student's advisor and the department chair.

## **ADMINISTRATION COURSES**

**EADM 501.**  
**Educational Administration** 3  
 (Formerly Ed 521) A foundations course in general school administration, involving philosophical bases, organization in a democratic society, administration of instruction and personnel. Required of all students beginning a major in educational administration and a prerequisite for other courses in educational administration.

**EADM 506.**  
**Problems in School Administration and Supervision** 3-6  
 (Formerly Ed 522; prerequisite, EADM 521) A seminar for the student seeking certification in elementary or secondary school administration or in supervision. Emphasis is upon in-depth examination of a selected problem or issue in administration or supervision. Admission with approval of the instructor.

**EADM 511.**  
**School Finance** 3  
 (Formerly Ed 525) An introduction to public school finance. Emphasis is on responsibilities in handling student funds, district budgeting and accounting, and modern planning-programming-budgetary systems. Admission with consent of instructor.

**EADM 516.**  
**School Law** 3  
 (Formerly Ed 529) A study of common law legislative enactments and directives of the Department of Education as they pertain to school systems.

**EADM 521.**  
**Principal as Administrator** 3  
 (Formerly Ed 532, Ed 533, and Ed 534; prerequisite, EADM 501) A technical course emphasizing the administrative duties and responsibilities of the K-12 school principal. Attention is focused on types of organization, program of studies, pupil personnel, teaching staff, plant equipment, and community relationships.

**EADM 526.**  
**Principles & Practices of Supervision** 3  
 (Formerly Ed 535) A description of a philosophy of supervision, principles of supervision, the role of the supervisor, planning a supervisory program, techniques of supervision, evaluation, coordinating the instructional program, and trends in supervision.

**EADM 531**  
**Practicum in Elementary School Administration** 3  
 (Formerly Ed 528; prerequisite, EADM, 521) The purpose of this course is to give the student practical experience in elementary administrative work. A minimum of 150 clock hours in one semester must be spent on this work. Work is done under supervision in a local school system according to a definite schedule approved by the instructor and the administrator of the school system involved. Admission by special arrangement. (Normally offered fall and spring semesters only.)

**EADM 536**  
**Practicum in Secondary School Administration** 3  
 (Formerly Ed 528; prerequisite, EADM 521) The purpose of this course is to give the student practical experience in secondary administrative work. A minimum of 150 clock hours in one semester must be spent on this work. Work is done under supervision in a local school system according to a definite schedule approved by the instructor and the administrator of the school system involved. Admission by special arrangement. (Normally offered fall and spring semesters only.)

**EADM 541.**

**Public Relations for Educators** 3  
(Formerly Ed 523) An introduction to school public relations. Emphasis is focused upon establishing contact between schools and the general public through the use of mass media.

**EADM 546.**

**Practicum in Supervision** 3  
(Formerly Ed 536; prerequisites, ECUI 501 and EADM 526) The purpose of this course is to give the student practical experience in supervision. A minimum of 150 clock hours in one semester must be spent on this assignment. This is accomplished under the supervision of a certified supervisor, according to a definite schedule mutually approved by the instructor and cooperating supervisor.

## **LETTER OF ELIGIBILITY COURSES**

**EADM 601.**

**Personnel Management for Educators** 3  
(Formerly Ed 524) This course will focus on hiring techniques, job analysis and job evaluation procedures that comply with district, state and federal regulations. The collective bargaining process and the interpretation and implementation of an employee collective bargaining agreement will be studied. Evaluation research within applied settings will be examined. Specific topics include both qualitative and quantitative methods in program evaluation, needs assessment, data interpretation and utilization strategies.

**EADM 606.**

**School Plant Management** 3  
(Formerly Ed 526) This competency-based course will familiarize the student with the program and planning activities used to determine short- and long-range programs, including facility and financial needs. Ongoing maintenance activities to protect the district's capital investment and ensure its efficient operation will also be studied. The development, coordination, and implementation of policies and programs will be emphasized in relation to finance and resource management.

**EADM 611.**

**School and Community Relations** 3  
(Formerly Ed 527) This course will review the history and philosophy of education in

America and the ideas which fostered growth and change. Students will examine the relationship of the school to the community. Emphasis will be placed on the school community concept, community analysis, community characteristics affecting quality education and public participation in educational planning and district evaluation. The roles of group dynamics and conflict resolution are part of this course.

**EADM 616.**

**Seminar in Advanced School Finance** 3  
(Formerly Ed 537; prerequisite, EADM 511) Students in this course will become knowledgeable about state fiscal law and will learn to distinguish among the various revenue sources and district budgeting. Business office functions including bid law, purchasing, and building fund management will be studied.

**EADM 621.**

**Seminar in Advanced School Law** 3  
(Formerly Ed 530; prerequisite, EADM 516) This course will include an analysis of selected general legal principles, laws, and law-making agencies that affect leaders and educational institutions. The legislative process will be analyzed with regard to governmental decision making and the legalities of lobbying.

**EADM 626.**

**Superintendent's Role Seminar and Internship** 3  
(Formerly Ed 538) This course will utilize University faculty and practicing administrators to analyze topics relevant to the role of the superintendent, including but not limited to school board relationships, the legislative process, lobbying community relations, program accountability, ethics, and other role-specific concerns. In addition, practicing administrators, faculty, and interns will share internship problems, experience, concerns, and practices.

## **GENERAL COURSES**

**EDUC 592.**

**Directed Study** Variable to 6  
(Formerly Ed 592) This course is designed for students working in independent study on special projects and workshops. Registration in this course requires permission of the student's mentor and the department chair.

# Health Administration and Human Resources

**Dr. Daniel J. West**, Chair, Health Administration and Human Resources

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<http://academic.scranton.edu/departments/HAHR>

**Department faculty:** Associate Professors - Peter C. Olden, Daniel J. West;

Assistant Professors - Mary Helen McSweeney, William G. Wallick;

Instructor - Graeme H. Coetzer; Lecturer - Robert J. Spinelli.

The Department offers course work leading to a Master of Health Administration (MHA) and a Master of Science degree in Human Resources Administration (HRA). The following policies and procedures apply to all these curricula. Specific curricular requirements are listed under the respective programs. Also, refer to the department web page at [www.academic.scranton.edu/departments/HAHR](http://www.academic.scranton.edu/departments/HAHR).

## ADMISSION REQUIREMENTS

The applicant for admission to any Departmental program must possess a bachelor's degree from an accredited college or university and provide The Graduate School with evidence of satisfactory undergraduate preparation. The ordinary standard for admission is an undergraduate GPA of at least 2.75 on a grading scale of 4.00. Students falling below this level may submit other evidence of their ability to complete successfully a graduate program, such as grades in other graduate level courses, a record of progressively higher work responsibilities or score from the Graduate Record Examination and may be accepted on a probationary basis. A personal interview prior to acceptance is required. New HRA and MHA students may start course work in the fall semester only. Admission into the HRA program in the spring semester, however, may be considered upon recommendation of the HRA program director and approval by the Dean of The Graduate School. Applicants for the MHA program are encouraged to apply no later than April 30 (prior to the fall semester of desired entry); however, applications received subsequent to this date and up to August 1 will be considered for admission on a space-available basis. Applicants must be accepted by The Graduate School before starting courses. International students should score at least 575 on the paper-based TOEFL test or at least 232 on the computer-based TOEFL test.

The Health Administration program accepts applicants with or without professional work experience. Students accepted into the Health Administration program with little to no work experience may be required to enroll in an administrative residency to gain practical experience. The Human Resources program usually accepts only those applicants who have at least one year of professional work experience in a related field. Students accepted with limited professional work experience may be required to enroll in an internship to gain practical experience. Applicants should be prepared to discuss their career goals and employment possibilities with the program director during a personal interview, which is required prior to acceptance, and explain how they see the curriculum supporting their longer-term goals.

## **CAPSTONE EXPERIENCE**

Students in all programs must pass a comprehensive capstone project. It may combine written, oral, and experiential components and will require understanding, integration, and application of what has previously been learned throughout the curriculum. Application for Degree is made when the student registers for HAD 509-Administrative Issues or HRA 507-Professional Contribution, which are the respective capstone courses for the Health Administration and Human Resources programs.

## **FINANCIAL AID**

The Department has several graduate assistantships available. Applications for assistantships are made through The Graduate School. Students must be accepted in one of the departmental programs by March 1 to be considered for an assistantship for the following fall semester.

## **SCHEDULING**

Classes are offered from 4:30 p.m. to 7:10 p.m. and from 7:20 p.m. to 10:00 p.m. on Mondays through Thursdays. Selected courses are offered on Saturdays. Courses are scheduled so as to enable full-time students to attend classes two or three nights a week; part-time students usually attend one or two nights a week. Each course meets one night a week in either the fall or spring semesters, twice weekly during the intercession or summer sessions. Residency experiences in Health Administration may be spread over two semesters to accumulate the needed number of hours.

Degrees in Health Administration and Human Resources Administration can be received in 24 months of full-time academic study, although some students attend on a part-time basis and earn their degrees in 36 to 48 months. Generally the first courses taken in the Health Administration program are HAD 500 and HAD 501, and HRA 500 and HRA 502 in the Human Resources Administration program.

## **EMPLOYMENT OPPORTUNITIES**

According to the *Occupational Outlook Handbook*, U.S. Department of Labor, employment in the fields of health administration and human resources is predicted to grow at a faster than average pace through the year 2005.

## **OTHER INFORMATION**

The student should refer to the Academic Regulations section of The Graduate School catalog for additional relevant policies.



# HEALTH ADMINISTRATION

Dr. Peter C. Olden, Director  
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Today's healthcare managers and leaders need special knowledge, abilities, and perspectives to work in complex healthcare systems and organizations. Courses in the nationally accredited graduate health administration program prepare people for challenging, dynamic management careers in the healthcare sector. The MHA program enables full-time and part-time students to acquire academic knowledge, develop practical skills, examine professional points of view, and engage in personal growth. Students are encouraged to work in healthcare settings during their academic studies so that they can connect classroom learning with real-world work.

## ***THE PROGRAM***

The Graduate Program in Health Administration was established in 1987. It has grown steadily and has graduated alumni who work in a wide range of positions and organizations. The program prepares individuals to assume responsible management and leadership positions in various settings of the healthcare sector. The MHA program emphasizes preparation for and/or advancement in the broad field of health administration. The program is specifically designed to: 1. Prepare individuals academically to enter healthcare management and leadership positions; 2. Enhance the performance of individuals employed in healthcare management and leadership positions but who lack academic training and credentials; 3. Prepare individuals academically to enter or advance in a variety of healthcare staff positions; and, 4. Prepare individuals to advance in senior healthcare management positions.

Healthcare supervisors, administrators, and executives work in a variety of health-related organizations and service-delivery systems such as hospitals, long-term-care facilities, ambulatory-care settings, physician-group practices, social-service agencies, rehabilitation centers, home-health organizations, managed-care organizations, insurance companies, and various planning and regulatory agencies. Depending on the position, they may be engaged in organizational management, strategic planning, community relations, education, finance, internal operations, corporate development, marketing, information systems, or other responsibilities. The MHA program can help people prepare for these and other healthcare administration jobs. Faculty mentors work with students to plan careers and evaluate career and job opportunities.

## ***CURRICULUM***

The MHA program requires 45 credits plus field work for the degree. The curriculum consists of 42 core credits and three elective credits. All courses are chosen to complement and assist the student's career goals. Students entering the program take early foundation courses HAD 500, HAD 501, HAD 505, and HAD 519. These courses serve as prerequisites for more advanced courses in the curriculum and they establish basic skills, competencies, and core knowledge. Healthcare management requires practical applied experience, so students also do appropriate field work as part of their graduate studies. A 12-credit 6-month administrative residency is generally required for students with no prior applied healthcare experience. Other types of field work include an internship (3 cr.), externship (1 cr.) or directed study (1-3 cr.). All field work credits are in addition to the 45 course credits required for the degree, and require a designated preceptor. The specific field work requirement for each student is discussed during the admission interview and during one's studies.



There are four non-credit requirements, which help prepare people for health care administration jobs and must be completed to graduate. First, all students are expected to join the American College of Healthcare Executives (ACHE) and the Program's ACHE Student Chapter, or join a comparable professional association. Second, students must have and interact regularly with an identified external mentor. Third, all students must demonstrate personal computer skills. Fourth, all students must perform 24 hours of community service with healthcare or related organizations. These requirements are further explained in the separate Non-Curriculum Requirements Manual.

### ***COMBINED B.S./M.H.A. DEGREE PROGRAM***

A combined Bachelor of Science/Master of Health Administration Degree Program is available to University of Scranton undergraduate Health Administration students who meet specific admissions criteria (refer to page 13). Contact the MHA Program Director for additional information.

### ***ACCREDITATION***

The graduate health administration program is accredited by the Accrediting Commission on Education for Health Services Administration. This accreditation reflects the commitment to and achievement of national standards for graduate-level healthcare administration education. Further, the program maintains full graduate membership in the Association of University Programs in Health Administration.

### ***EXECUTIVE CERTIFICATE PROGRAM IN HEALTH ADMINISTRATION***

A 15-credit-hour certificate program is available for people who want advanced education in healthcare management but who do not wish to pursue a degree program. Applicants should have prior professional experience in the healthcare field and may begin in any semester during the year.

Anyone interested in the certificate program should arrange an interview with the Graduate Health Administration Program Director to discuss this program, review the available courses, and agree upon a 15-credit-hour plan of study to meet career goals. An application, including the plan of study, would then be made to The Graduate School. Regular admission requirements and procedures of The Graduate School would have to be met, and the established tuition and three-year tuition guarantee would be applicable. Once accepted, the student would have to complete the agreed upon program within three years. No courses from other institutions may be transferred into the certificate program. However, upon request, up to nine of the 15 credit hours could later be transferred to The University of Scranton MHA program.

## ***HEALTH ADMINISTRATION CURRICULUM***

### **Core Courses (42 credits required)**

HAD 500	Health Care Organization and Administration*
HAD 501	Health Care Financial Management I*
HAD 502	Health Care Law
HAD 504	Human Resources Management
HAD 505	Health Care Statistics and Research Methods*
HAD 506	Health Care Economics and Policy
HAD 507	Health Care Information Systems
HAD 508	Leadership in Health Care Organizations
HAD 509	Administrative Issues
HAD 515	Health Care Planning and Marketing
HAD 519	Health Services and Systems*
HAD 521	Health Care Financial Management II
HAD 522	Health Care Operations Management
HAD 525	Medical Ethics and Social Responsibility (1 cr.)
HAD 526	Governance and Board Effectiveness (1 cr.)
HAD 527	Managed Care (1 cr.)

### **Elective Courses (3 credits required)**

HAD 510	Hospital Administration
HAD 511	Community Based Services and Networks
HAD 512	Medical Practice Administration
HAD 513	Long Term Care Administration
HAD 517	International Comparative Health Care Services and Systems
HAD 582	Directed Study (1-3 cr.)
HAD 584	Special Topics

### **Field Work Courses**

(Maximum of 12 credits required, depending upon prior work experience.)

HAD 580	Internship in Health Administration
HAD 581	Administrative Residency (12 cr.)
HAD 582	Directed Study (1-3 cr.)
HAD 583	Externship in Health Administration (1 cr.)

**Credits for Degree: 45+ Field Work**

\* Foundation courses taken in sequence.

# **HUMAN RESOURCES ADMINISTRATION**

Prof. Graeme H. Coetzer, Director

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## **OBJECTIVES**

The Human Resources Administration (HRA) program is rooted in the Jesuit liberal arts tradition and prepares students to be proactive in their pursuit of fairness and equity within the workplace. The program is designed to educate students in the theory and practice of processes used to promote effective performance, development, and job satisfaction of employees. A strong knowledge base of theory is critical to the successful practice of HR, and students will be actively engaged in the application of theory and how those applications can influence the effectiveness of organizations.

The changing nature of work as influenced by social, economic, technological and educational forces is explored, both nationally and globally. Further, students will develop excellence in both written and oral expression, and the effective utilization of technological advances.

Specifically, the program is designed to: 1. Prepare individuals academically to enter leadership positions; 2. Enhance the performance of individuals employed in leadership positions, but lacking academic training and credentials; and 3. Prepare individuals academically to enter or advance in a variety of human-resource-related positions and departments. The program emphasizes an active learning environment wherein the student can acquire knowledge, gain practical skills, and engage in self-exploration and personal growth. Prospective students should be aware that the HRA program is not a business curriculum and is not intended to be the equivalent of an MBA program.

## **CURRICULUM**

The Human Resources Administration curriculum has three core courses. The two core courses, Organizational Leadership (HRA 500) and Human Resources (HRA 502), provide foundational knowledge in organization concepts, theories and human resources practices and should be taken in the first semester of study. The third core course, Professional Contribution (HRA 507) is a capstone course taken in the final semester prior to graduation. A specialization provides in-depth study in a particular area and encompasses five courses or 15 credits including one required course. The remaining 15 credits can be taken from other courses in the curriculum. For students with little work experience, an internship is recommended, to be taken near the completion of course work. Computer applications are integrated throughout the curriculum, therefore entering students are expected to have proficiency in word processing, spreadsheet, database and Internet applications.

## **AREAS OF SPECIALIZATION**

Specialization allows the student to develop an area of expertise on the basis of interest and career goals. The program contains three specializations. Organizational Leadership provides a broad academic preparation in general organization leadership and administration. Human Resources and Human Resource Development are more specialized and prepare the student for more delineated professional roles in human resources administration. The specialization is shown on the student's transcript.

The Human Resources Administration program prepares individuals to enter and/or advance in the following three Areas of Specialization:

**Human Resources.** This specialization emphasizes preparation for and/or advancement in human resources systems which plan for and coordinate various personnel services and functions. These individuals work as human resource generalists in diverse organizational settings. Their tasks may involve assessing personnel needs; recruitment and selection; designing and implementing compensation and benefit systems; developing discipline and grievance-handling systems; ensuring the organization's compliance with equal employment opportunity and other governmental regulations.

**Organizational Leadership.** This specialization emphasizes preparation for and/or advancement in supervisory and administrative positions in public and private organizations. Supervisory and administrative personnel work with people and need a variety of human, conceptual, and technical skills. They use the processes of planning, communicating, problem solving and decision making to influence the efforts of individuals and groups to achieve organizational goals.

**Human Resource Development.** This specialization emphasizes preparation for and/or advancement in human resources systems which promote learning and change on an individual, group or organizational level. These human resource specialists work in a staff or consultative capacity in most organizations. Their tasks may include performance analysis; designing, implementing and evaluating training programs; career and succession planning; organizational assessment and interventions; strategic human resource planning and managing change.

### ***COMBINED B.S./M.S. DEGREE PROGRAM***

Outstanding undergraduate students in Human Resources Studies, Health Administration, or Counseling and Human Services may be eligible to pursue jointly the HRA Master of Science program prior to undergraduate graduation. This opportunity could result in attaining both the baccalaureate degree and the M.S. in Human Resources Administration within a five-year period. The opportunity to take graduate courses prior to completing a baccalaureate degree is conditional upon fulfillment of University-stipulated Combined Baccalaureate/Master's Degree Program (see page 13) requirements. Interested students should contact the HRA Program Director during the junior year of their undergraduate study for more information.

### ***PROFESSIONAL CERTIFICATION***

Many professional organizations have identified a specified body of knowledge for professionals within the human resources field and administer certification examinations covering this knowledge. The HRA curriculum offers this body of knowledge for students interested in being certified. Students are encouraged to join The University of Scranton chapter of the Society for Human Resources Management (SHRM) and other professional organizations. Students can obtain information about professional organizations from the web sites listed below. Organizations that offer certification are noted with an asterisk (\*).

AAA	*American Arbitration Association. <a href="http://www.adr.org/">http://www.adr.org/</a>
ASA	American Staffing Association. <a href="http://www.matss.org/">http://www.matss.org/</a>
AHRD	Academy of Human Resource Development. <a href="http://www.ahrd.org/">http://www.ahrd.org/</a>
AOM	Academy of Management. <a href="http://www.aom.pace.edu/">http://www.aom.pace.edu/</a>
ASHHR	American Society for Healthcare Human Resources Administration. <a href="http://www.ashhra.org/">http://www.ashhra.org/</a>
ASTD	*American Society for Training and Development. <a href="http://www.astd.org/">http://www.astd.org/</a>
HRPAO	*Human Resources Professional Association of Ontario. <a href="http://www.hrpao.org/">http://www.hrpao.org/</a>
IFEBP	*International Foundation of Employee Benefit Plans. <a href="http://www.ifebp.org/">http://www.ifebp.org/</a>
IFTDO	International Federation of Training and Development Organisations. <a href="http://www.iftdo.org/">http://www.iftdo.org/</a>
IPMA	*International Personnel Management Association. <a href="http://www.impma-hr.org/">http://www.impma-hr.org/</a>
ISPI	*International Society for Performance Improvement. <a href="http://www.ispi.org/">http://www.ispi.org/</a>
IRRA	Industrial Relations Research Association. <a href="http://www.irra.uiuc.edu/">http://www.irra.uiuc.edu/</a>
SHRM	*Society for Human Resource Management. <a href="http://www.shrm.org/">http://www.shrm.org/</a>
WAW	*World At Work. <a href="http://www.worldatwork.org/">http://www.worldatwork.org/</a>



*William G. Wallick, Assistant Professor of Human Resources Administration*



# ***HUMAN RESOURCES ADMINISTRATION CURRICULUM***

## **Required Core Courses (9 credits required)**

HRA 500	Organizational Leadership
HRA 502	Human Resources
HRA 507	Professional Contribution (Capstone Experience)

## **Area of Specialization**

### **Human Resources (15 credits required)**

HRA 526	Human Resources Information Systems *
HRA 530	Compensation Systems
HRA 531	Benefit Systems
HRA 532	Labor Relations
HRA 535	Employee Assistance Programming
HRA 536	Employment Law
HRA 537	Human Resources Policies
HRA 538	Health, Safety, and Security

### **Organizational Leadership (15 credits required)**

HRA 501	Planning
HRA 503	Control and Budgeting Systems *
HRA 509	Administrative Issues
HRA 521	Work Motivation
HRA 523	Individual Behavior
HRA 524	Group Behavior
HRA 525	Quality Improvement
HRA 527	Disability and Work
HRA 528	Cultural Diversity

### **Human Resource Development (15 credits required)**

HRA 505	Evaluative Research *
HRA 534	Learning in Organizations
HRA 540	Organizational Analysis
HRA 541	Organizational Change
HRA 543	Training Methods
HRA 544	Human Resources Planning
HRA 545	Career Planning and Development

### **Additional Courses**

HRA 580	Internship
HRA 582	Directed Study
HRA 584	Special Topics

**Credits for Degree: 39**

\* Required course in specialization.

# COURSE DESCRIPTIONS

## HEALTH ADMINISTRATION

### Credits

#### HAD 500.

##### Health Care Organization and Administration 3

This required initial survey course uses a systematic approach for analyzing and studying an organization and its structure, functions, management, effectiveness, and adaptation to the external environment.

Topics include organizational strategy, goals, technology, size, design, change, decision-making, control, culture, processes, politics, conflict, learning, and interorganizational relations. Special attention is given to health care organizations.

Conceptual foundations are drawn from organizational theory, management science, systems theory, sociology, and psychology

#### HAD 501.

##### Health Care Financial Management I 3

Designed to increase analytical and decision-making skills using finance theories, principles, concepts and techniques important to health management. This course integrates and applies financial management concepts and techniques relevant to health care settings. Topics include: analysis of cost and budgetary controls; interpretation and utilization of accounting reports and statements; operating accounting measurements; quantitative techniques; analysis of financial statements; financial decision-making models; auditing; capital investments; strategic financial management; working capital management; budgeting.

#### HAD 502.

##### Health Care Law 3

Impact of legal factors affecting patient/client care and the operations and administration of healthcare facilities and systems. Examines principles and practices of law, legal relationships, sources of law and legal processes affecting the health services system. Conceptual foundations are drawn from the political sciences.

#### HAD 504.

##### Human Resources Management 3

Examines human resource management functions, processes and systems within organizations including recruitment, selection, training of personnel and the legal and regulatory environment affecting HRM operations. Managing and developing human resources within and between systems/organizations is also studied. Organizational performance and creativity are examined.

#### HAD 505.

##### Health Care Statistics and Research Methods 3

Designed to examine basic statistical techniques which are utilized in analyzing health care data. Topics include probability, sampling, use of central tendency measures, reliability and validity, graphics, data display, frequency distribution, regression analysis, ANOVA, and technical report writing.

#### HAD 506.

##### Health Care Economics and Policy 3

(Prerequisite, HAD 519) This required graduate course studies theoretical foundations of economics and public policy and applies them to the healthcare sector. The course examines provider behavior, production, costs, supply, market structure, competition, access, demand, insurance, expenditures, utilization, healthcare reform, and the healthcare-public-policy making process including policy formulation, implementation, and modification.

#### HAD 507.

##### Health Care Information Systems 3

(Prerequisite, HAD 501 and HAD 505)

The course is designed to educate students to the importance of information systems in managing profit as well as not-for-profit organizations such as: manufacturing, banking, and healthcare. The course emphasizes the role of information systems to increase productivity, to improve quality of products and services, and to insure overall effectiveness of organizational operations. The course introduces the student to information and communication technologies; information system evaluation and development processes;

information technology applications to problem solving and management decision making; and use of information technologies for transaction processing and customer service. Appropriate application software will be used to get hands-on experience, to analyze cases, and to complete the class project. The student is expected to have basic knowledge of computing skills.

**HAD 508.**

**Leadership in Health Care Organizations**

**3**

(Prerequisite, HAD 504) Micro and macro organizational behavior theories provide the theoretical foundation for this course. The processes of communication, value analysis, problem solving and decision making are explored at an individual, team and organizational level. The imperative for healthcare leaders to understand and manage change will be emphasized. Various models of leadership will be critically analyzed. Conceptual foundations are drawn from the social sciences, psychology and related disciplines.

**HAD 509.**

**Administrative Issues**

**3**

(Prerequisite, 36 core HAD credits or approval by Program Director) This is the graduate health-administration capstone course that is ordinarily taken in the final semester. Students integrate and apply knowledge, theories, concepts, methods, techniques, skills, competencies, and viewpoints developed throughout the curriculum to resolve healthcare administration issues and cases, and to complete an applied health administration project.

**HAD 510.**

**Hospital Administration**

**3**

Operating and administrative issues and problems in health and hospital systems with emphasis given to hospital operation, organization, and administration. The future role of acute care is examined in the context of integrated delivery models and systems.



*Daniel J. West, Associate Professor and Chair of the Department of Health Administration and Human Resources.*

**HAD 511.****Community Based Services and Networks 3**

To understand and apply the concepts of networks and network development as related to community based delivery systems. This course examines management and administrative functions of a variety of delivery models. It includes, but is not limited to, ambulatory services, outpatient services, community health partnerships, telemedicine, education, and behavioral medicine. Managing population-based healthcare is discussed with a focus on service, cost, and quality.

**HAD 512.****Medical Practice Administration 3**

Examines factors influencing physician practices and the quality of physician services. Topics include operating and administrative issues, compensation, staffing, billing, collections, reimbursement mechanisms, and governance. The course also examines PHOs, HMOs, SDOs, MSOs and other integrated delivery networks, organizations and systems affecting physicians.

**HAD 513.****Long Term Care Administration 3**

Operation and administration of long term care facilities. Differences between acute and long term levels of care, types of long-term-care facilities, and special concerns of the long-term-care resident. Emerging models of care are discussed in addition to traditional management functions in the industry.

**HAD 515.****Health Care Planning and Marketing 3**

This required graduate course studies the purpose, function, and application of planning and marketing in health care. Content includes strategic planning, situational analysis, strategy formulation, action planning, exchange, buyer behavior, segmentation, market research, products/services, pricing, distribution, promotion, and marketing control. Selected theoretical concepts are drawn from disciplines such as economics, psychology, and sociology.

**HAD 517.****International Comparative Health Care Services and Systems 3**

This course provides an introduction to international health care services and systems and a foundation for understanding, comparing, and analyzing select health care services and systems. Cultural, historical, geographic, environmental, economic and political factors that influence health are studied with a specific focus on determinants of health and illness, health status indicators, health policy, how health care services and systems are organized, structured, financed, and delivered.

**HAD 519.****Health Services and Systems 3**

This required graduate course studies the past, present, and future development of health services and systems in the United States. Topics include health, types of care, organizations, providers, workforce, technology, financing, policy, planning, quality, integration, and the structure and function of the U.S. healthcare system. Selected conceptual foundations are drawn from disciplines such as systems theory, managerial, epidemiology, sociology, psychology, public health, education, and economics.

**HAD 521.****Health Care Financial Management II 3**

(Prerequisite, HAD 501)Exposure to complex problems and case studies with a focus on healthcare providers. This course develops skills in analysis, synthesis and evaluation of advanced financial management theories, principles, concepts and techniques. Topics include: quantitative analysis in financial management; premium rate setting; cost and utilization rates; advanced managerial accounting concepts; variance analysis; HMO rate setting; private and public healthcare reimbursement systems under managed care; financial aspects of integration; managing resources.



**HAD 522.****Health Care Operations Management 3**

(Prerequisite, HAD 505) Takes a systems approach to decision-making in the operations environment emphasizing the interrelationships among operations, finance, accounting, marketing and human resources. Examines productivity and work management, employee performance improvement, and organizational forecasting. Application of behavioral science techniques in an organizational framework. A variety of problems is considered, including product mix, product blending, scheduling and production. Management information systems needed in healthcare operations management are discussed in conjunction with computer lab applications.

**HAD 525.****Medical Ethics and Social Responsibility 1**

Examines ethical theories and moral issues in healthcare settings and how decisions made by managers affect other people at a personal, societal, and organizational level. Ethical analysis and application are stressed, in addition to ethical code of conduct. Case studies are used to enhance development of skills in ethical analysis and decision making.

**HAD 526.****Governance and Board Effectiveness 1**

Examination of governing structures in healthcare settings with a particular focus on organizational systems, strategic planning, authority, policy decision making, regulatory compliance and accountability.

**HAD 527.****Managed Care 1**

This course focuses on the impact of managed care on healthcare consumers, purchasers, payors and providers. Various managed care programs, products, models, strategies, and financing are identified and studied. Specific emphasis is placed on integrated delivery system development, risk contracting, capitation, contract administration and regulatory compliance. Physician-hospital models are studied as well as MSOs, PSOs and SDOs.

**HAD 580.****Internship in Health Administration 3**

(Prerequisite, 21 core credits completed) A field-work placement in a staff or administrative position which is usually completed during a regular academic session. A semester project and preceptor designation is required.

**HAD 581.****Administrative Residency 12**

(Prerequisite, 36 core credits completed) A 1,000 hour field-work experience in a senior management position. Normally involves exposure to all major operating functions and contacts with department heads, administrative staff and medical staff. Includes exposure to governing-board functions, governmental forces and community influences. The resident is assigned projects of increasing complexity and importance and is expected to have an assigned preceptor. A major project is required. The residency is usually completed during two semesters.

**HAD 582.****Directed Study 1-3**

(Prerequisite, six core credits completed) Allows the student to pursue an area of interest under the guidance of a faculty member. Approval by the Program Director is required.

**HAD 583.****Externship in Health Administration 1**

(Prerequisite, nine core credits completed) A 50-clock-hour field-work experience under supervision of a preceptor which is completed during a regular semester. Allows the student to experience a new healthcare setting or in-depth study of a division or department within an institution. A written report is required summarizing the field-work experience.

**HAD 584.****Special Topics 1-3**

Topics of current interest such as advanced managed care are offered on a variable basis.



## **HUMAN RESOURCES ADMINISTRATION**

### **HRA 500.**

#### **Organizational Leadership 3**

Organizational behavior, theories and practices examined from traditional and contemporary perspectives. The role of effective leadership within a changing workplace and workforce is emphasized.

### **HRA 501.**

#### **Planning 3**

The strategic planning process reviewed with practical applications in environmental scanning, SWOT analysis, strategy development, operational planning and evaluation.

### **HRA 502.**

#### **Human Resources 3**

A survey of human resources functions utilized within organizations and their implications for line and staff personnel. Some of the topics, including recruitment, selection, compensation, performance review, training and the legal environment, that affect personnel.

### **HRA 503.**

#### **Control and Budgeting Systems 3**

The functions of finance including accounting conventions, financial statements, capital budgeting and financing, revenue and expense budgets, cash flow and cash management, contract pricing, cost-benefits analysis.

### **HRA 505.**

#### **Evaluative Research 3**

Qualitative and quantitative research methods appropriate to the study of organizations. The significance and development of the practitioner as field researcher highlighted.

### **HRA 507.**

#### **Professional Contribution 3**

A seminar-style course which requires students to work in a self-directed manner on a professional contribution relevant to their career interests. The course results in a presentation and written report or publishable article. This course is taken as a culmination of students' graduate study.

### **HRA 509.**

#### **Administrative Issues 3**

A seminar which facilitates integration and application of complex organizational issues. A case study or simulation or self-directed project precedes formal student presentations. Completion of 27 credits required.

### **HRA 521.**

#### **Work Motivation 3**

Models and theories of work motivation with their implications for managers and organizational characteristics and the design of jobs and work systems. The interrelationships between motivation, productivity and job satisfaction.

### **HRA 523.**

#### **Individual Behavior 3**

Behavior of the individual with emphasis on interviewing, communications, and counseling. Personnel, counseling, and management theories are integrated into workable supervisory models and strategies.

### **HRA 524.**

#### **Group Behavior 3**

The study of group behavior in organizations including theories of group development, leadership, group roles and norms. An experiential approach will allow students to observe and participate in various problem-solving and decision-making situations.

### **HRA 525.**

#### **Quality Improvement 3**

Current organizational efforts in improving the quality of services and products reviewed. Case studies and research findings included which explore the advantages and limitations of systemic change associated with quality improvement efforts.

### **HRA 526.**

#### **Human Resource Information Systems 3**

This course considers the role, function, and integration of Human Resources Information Systems (HRIS) within an organization's information systems and technology architecture. Practical applications of HRIS and office productivity software will be explored through hands-on use of personal computers. Proficiency in word processing, database and spreadsheet applications required.

**HRA 527.**  
**Disability and Work** 3  
 This course focuses on attitudes toward the disabled and their role in society, the work experience of disabled workers, federal and state legislation affecting employment of the disabled, industrial accidents and rehabilitation, job modification and physical plant accessibility.

**HRA 528.**  
**Cultural Diversity** 3  
 A serious challenge facing corporations is managing an increasingly diverse workforce. This course focuses on current social and cultural issues which shape human behavior and greatly affect the workplace. Managing diversity will be addressed with emphasis on understanding multiculturalism and manager and employee interactions. The student's awareness, attitudes, and beliefs will be emphasized.

**HRA 530.**  
**Compensation Systems** 3  
 The study of strategic and operational decisions in the design and coordination of compensation systems. Considerations for external competitiveness, internal equity, and the legal environment are explored. Job evaluation, salary surveys, and computer applications included.

**HRA 531.**  
**Benefit Systems** 3  
 Concerns all of the ways in which organizations indirectly reimburse their employees and the legal/regulatory environment affecting benefits systems. The implications of employee benefits for organizational expenses and reward systems.

**HRA 532.**  
**Labor Relations** 3  
 The role of organized labor and collective bargaining in the workplace. The initiation, negotiation and management of the union contract including the grievance/arbitration process.

**HRA 534.**  
**Learning in Organizations** 3  
 The training function within organizations studied with an emphasis on performance analysis as a means to identify effectively

and design learning interventions. The impact of continuous learning at an individual, team, and organizational level emphasized.

**HRA 535.**  
**Employee Assistance Programming** 3  
 Approaches of organizations to promoting employee health and to providing assistance to employees with a variety of problems that interfere with productivity.

**HRA 536.**  
**Employment Law** 3  
 A review of the legal and regulatory environment which affects employees and organizations. Federal and state legislation including significant court decisions examined.

**HRA 537.**  
**Human Resources Policies** 3  
 Development of policy statements and operational procedures necessary for maintaining effective human resource activities and functions. Practical applications in researching and formulating written policies and procedures.

**HRA 538.**  
**Health, Safety and Security** 3  
 Reviews organizational activities and the regulatory environment that relate to the occupational health, safety and security of employees.

**HRA 540.**  
**Organizational Analysis** 3  
 Emphasis on the role organizational analysis plays in the assessment of training needs and organizational change strategies. Experience provided in the systematic analysis and evaluation of the effectiveness of various organizations.

**HRA 541.**  
**Organizational Change** 3  
 Various organizational models will guide the exploration of the development of organizational change strategies and techniques. Reviews the technical, political and cultural factors that affect the effective management of change.

**HRA 543.**  
**Training Methods** 3  
 Adult learning theories will provide the theoretical framework to understanding

the elements of an effectively designed training intervention. An experiential learning approach provides students with opportunities to develop competencies in training assessment, design, implementation, and evaluation.

**HRA 544.**

**Human Resource Planning 3**

In-depth study of the steps in the human resource planning process including forecasting methods, affirmative action and succession planning. Implications for line managers and human resources staff explored.

**HRA 545.**

**Career Planning and Development 3**

Current workplace trends in career planning and its implications for the employee, supervisor and organization. Career development theories and the career planning process reviewed.

**HRA 580.**

**Internship in Human Resources 3-6**

A 200-400 clock-hour placement in a staff or administrative position which is taken after completion of at least 27 credits. A semester project may be required. May be graded satisfactory (pass) or unsatisfactory (fail).

**HRA 582.**

**Directed Study 3**

Allows the student to pursue an area of interest under the guidance of a faculty person. Approval by the Program Director is required. An administrative fee is charged.

**HRA 584.**

**Special Topics 3**

Topics of current interest are offered on a variable basis.



*Peter C. Olden, Associate Professor of Health Administration and Director of the Graduate Health Administration program.*

# Community Counseling, Rehabilitation Counseling, School Counseling

**Dr. Oliver J. Morgan**, Chair, Counseling and Human Services

570-941-6171

<http://academic.scranton.edu/departments/chs/>

**Department faculty:** Professor - Oliver J. Morgan; Associate Professors - Lori A. Bruch, Thomas M. Collins, LeeAnn M. Eschbach, David W. Hall, Ann Marie Toloczko; Assistant Professor - Elizabeth J. Jacob

The Department offers course work leading to Master of Science degrees in Community Counseling, Rehabilitation Counseling, and School Counseling. The following policies and procedures apply to all these curricula. Specific curricular requirements are listed under the respective programs.

## ADMISSION REQUIREMENTS

The applicant for admission to any departmental program must possess a bachelor's degree from an accredited college or university and provide The Graduate School with evidence of satisfactory undergraduate preparation. The ordinary standard for admission is an undergraduate GPA of at least 2.75 on a grading scale of 4.00. Students falling below this level may submit other evidence of their ability to complete successfully a graduate program, such as grades in other graduate-level courses, a record of progressively higher work responsibilities, or scores from the Miller Analogies Test or Graduate Record Examination and may be accepted on a probationary basis. Students accepted on probation cannot enroll for more than six credits in a semester and must obtain a cumulative GPA of at least 3.0 after completing nine credits of course work to be removed from probation. International students should score at least 575 on the paper-based TOEFL test or at least 232 on the computer-based TOEFL test.

New students may start course work in the fall semester only. Students must submit their completed application to The Graduate School prior to March 1. All students will be informed of an admission decision by April 15. Personal interviews with program faculty members prior to acceptance are required. Preference for admission will be given to persons with undergraduate majors in social and behavioral sciences, education and other related fields. Additional preference is given to those persons possessing relevant work and/or volunteer experience. Applicants are expected to have completed a course in each of the following areas: Introduction to Statistics (Descriptive Statistics, Basic Inferential Statistics), Introduction to Theories of Personality, or Counseling or Psychotherapy and Lifespan Development (Developmental Psychology, Adulthood, Adolescence, Childhood, Growth and Development). It is expected that applicants demonstrate some competency in computer literacy (e-mail, Internet, word processing.)

The admissions process is highly competitive and faculty will select only those applicants best qualified for the program. It is normally expected that in the first semester for full-time students (the first nine credits for part-time students) the following courses will be completed: Professional Issues in either Community, Rehabilitation or School Counseling; Counseling and Interviewing Skills; Counseling Theories or Developmental Psychology.



The faculty will review each student's professional and academic performance. Suggestions for continued student growth and plans for remediation will be presented and discussed with students by their Program Directors. Satisfactory progress in professional and academic performance is required for continuation in the program.

## **STANDARDS OF PROGRESS AND TRANSFER OF CREDITS**

Please refer to the Academic Regulations on pages 18-21 regarding standards of progress and transfer of credits for The Graduate School. Students who wish to waive a required course may petition the program director to do so. Courses waived will not reduce the number of credits required for graduation.

In addition to academic competence, the student is continuously evaluated on commitment to the program and the profession, and on personal and emotional characteristics and qualities related to successful professional performance. Feedback on progress is provided by the student's mentor on a regular basis.

When the faculty identify deficiencies in professional development which make a student unsuitable for performance of the professional role, the student and the Dean of The Graduate School will be advised by the mentor of such an evaluation. The mentor will assist the student in developing a plan to remediate the deficiencies which have been identified and a suitable time frame for remediation will be established. Completion of one semester following notification will be considered the minimum time frame to be allowed for remediation of deficiencies. At the conclusion of the time designated, the faculty shall review the student's performance and recommend to the Dean of The Graduate School that the student should be retained, given additional time for remediation, or dismissed from the program. The student shall have the opportunity to present evidence to the program faculty prior to the recommendation to the Dean.

## **CAPSTONE EXPERIENCE**

All students in the graduate programs of the Department of Counseling and Human Services are expected to demonstrate both theoretical and skill competence prior to graduation. This is accomplished through the comprehensive examination component of the Professional Counselor Portfolio.

This component is a reflection on personal and professional growth in relation to achieving the formal objectives of each particular graduate program. Students should file an Application for Comprehensive Examination when they preregister for practicum in Community Counseling (COUN 590), Rehabilitation Counseling (COUN 591), Secondary School Counseling (COUN 592), or Elementary School Counseling (COUN 593). The examination is completed at the mid-point of the practicum course.

## **COMBINED B.S./M.S. DEGREE PROGRAM**

Undergraduate Human Services majors with outstanding academic records may be eligible for early admission to either the Community, Rehabilitation or School Counseling graduate degree program through the Combined Baccalaureate/Master's Degree Program. Interested students must commit to this program no later than the end of their junior year of academic study, adhere to the time frame for application as outlined in the Counseling and Human Services section of this catalog, and meet specific admissions criteria (refer to page 13). Contact the Human Services Program Director for additional information.



## **APPLICATION FOR DEGREE**

Application for degree should be made at Advance Registration for the last semester of course work. Degrees are conferred in May, August, December and January, but commencement exercises are held in May only.

## **ENDORSEMENT OF STUDENTS**

Students who successfully complete all their curricular and clinical training requirements for the Master of Science degree will receive formal endorsement in their areas of specialization by the faculty of their programs. Formal endorsement includes recommendation for state and/or national certification and employment in settings consistent with the training provided in their programs. Students will receive formal endorsement only in that program for which they have successfully completed all requirements and will be recommended only for certification and employment consistent with training provided. In cases in which a certifying body allows a student to sit for a certification examination, the program faculty shall endorse the student as a candidate for that examination if the student has completed that portion of the program required by that certifying body.

## **FINANCIAL AID**

The Department has several graduate assistantships available. Applications for assistantships are made through The Graduate School. Students must be accepted as a student in one of the departmental programs by March 1 to be considered for an assistantship for the following fall semester.

Students in this program may also be interested in Residence Life Counselor positions. For all these opportunities, see page 26.

## **SCHEDULING**

Classes are offered from 4:30 p.m. to 7:10 p.m. and from 7:20 p.m. to 10:00 p.m. on Mondays through Thursdays. Courses are scheduled to enable full-time students to attend classes two or three nights a week; part-time students usually attend one or two nights a week. Each course meets one night a week in the fall and spring semesters and twice weekly during intersession and summer sessions. Internships may be spread over several semesters to accumulate the needed number of clock hours.

## **EMPLOYMENT OPPORTUNITIES**

According to the *Occupational Outlook Handbook*, U.S. Department of Labor, employment in the fields of counseling is predicted to grow at a faster than average pace through the year 2005.

## **OTHER INFORMATION**

The student should refer to the Academic Regulations section of the Graduate School catalog for additional relevant policies.

# COMMUNITY COUNSELING

Dr. Thomas M. Collins, Director

570-941-4129

collinst1@scranton.edu

The Community Counseling program prepares professionals for direct entry into and/or advancement in counseling-related positions in private and public human service organizations and systems.

The program is designed to: 1. Enhance knowledge of counseling concepts and practices; 2. Provide individuals with the counseling skills necessary to function in agency settings; 3. Prepare individuals for certification/licensure in counseling; and 4. Enhance individual's employability in entry-level or advanced positions in human service. The program offers a learning environment whereby the student acquires the academic competencies of the profession, refines them through practical experience, and increases self-understanding, self-confidence, and personal effectiveness.

The Community Counseling program is designed to meet the legislated educational requirements of Pennsylvania Act 136 of 1998 - The Social Workers, Marriage and Family Therapists and Professional Counselors Act. According to the provisions of Act 136, the applicant who does not hold a doctorate in counseling must have successfully completed one of the following educational requirements:

1. Within five years after the board has promulgated final regulations, has successfully completed a planned program of 60 semester hours or 90 quarter hours of graduate course work in counseling or a field determined by the board of regulation to be closely related to the practice of professional counseling, including a master's degree in counseling or in a field determined by the board by regulation to be closely related to the practice of professional counseling, from an accredited educational institution. [(Sec.7(f)(2)(i))]
2. Has successfully completed a planned program of 60 semester hours or 90 quarter hours of graduate course work in counseling or in a field determined by the board of regulation to be closely related to the practice of professional counseling, including a 48-semester hour or 72-quarter hour master's degree in counseling or in a field determined by the board of regulation to be closely related to the practice of professional counseling, from an accredited educational institution. [(Sec.7(iX2)(ii))].

## **THE COUNSELING PROFESSION**

According to the American Counseling Association, counselors are skilled professionals who are trained to help others gain a perspective on their lives, explore options, make decisions, resolve problems, and take action. Counselors work with individuals, couples, families, and groups of persons who experience academic, behavioral, career, emotional, interpersonal, and social problems. By establishing an effective and trusting helping relationship, a counselor assesses a client's strengths and resources, and helps the client increase life-management skills so that mutually agreed upon goals may be achieved.

## ***CURRICULUM***

The Community Counseling program is a 60-credit curriculum leading to the Master of Science degree. 54 required credits include 45 credits of course work in principles and practice of counseling, 3 credits of practicum and 6 credits of internship. Six credits of electives are offered to provide students with opportunities for additional study in individual areas of interest and for development of skills in dealing with specific client populations.

Professional experience in a counseling-related field is not required for entry into the program.

## ***ACCREDITATION AND CERTIFICATION***

The Community Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). Hence, graduates meet all requirements for certification as a National Certified Counselor (NCC). Graduates may apply to the National Board of Certified Counselors to take the National Counselor Examination prior to graduation from the program. Every student who passes the certification examination will be granted recognition as an NCC. Students who wish to explore other types of counselor certification should consult with the Program Director. All inquiries regarding certification as an NCC and application for same should be directed to:

National Board of Certified Counselors, Inc.

3-D Terrace Way

Greensboro, NC 27403

(336) 547-0607

Refer to General Information under the Department of Counseling and Human Services for policies and procedures applicable to all Departmental programs.

# **COMMUNITY COUNSELING CURRICULUM**

## **Professional Foundations (54 credits required)**

COUN 500	Professional Issues: Community Counseling
COUN 501	Counseling and Interviewing Skills
COUN 502	Counseling Theories
COUN 503	Group Process and Practice
COUN 504	Appraisal Techniques
COUN 505	Research Methods
COUN 506	Social and Cultural Issues
COUN 507	Career and Lifestyle Development
COUN 508	Developmental Psychology
COUN 510	System of Care
COUN 540	Family Counseling and Therapy
COUN 560	Addictive Behaviors
COUN 563	Crisis Intervention
COUN 565	Psychiatric Disorders
COUN 573	Consultation and Supervision
COUN 590	Practicum: Community Counseling
COUN 595	Internship: Community Counseling
COUN 599	Advanced Counseling Internship

## **General Electives (3 credits required)**

### **Disability and Specialty Populations**

COUN 521	Physical Disabilities
COUN 522	Vocational Aspects of Disability
COUN 531	Psychology of Adjustment
COUN 541	Homebased Family Intervention
COUN 542	Family Violence
COUN 561	Substance Abuse: Prevention & Education
COUN 562	Issues in Substance Abuse
COUN 564	Children's Mental Health
COUN 567	Health and Behavior
COUN 568	Human Sexuality: Theory & Intervention
COUN 569	Psychopharmacology
COUN 570	Counseling Adolescents
COUN 571	Counseling Issues for Women

### **Clinical Experience**

COUN 594	Practicum: Group Counseling
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### **Directed Study**

COUN 582	Directed Study
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**Credits for Degree: 60**

Total Required Credits: 54

Total Elective Credits: 6

# REHABILITATION COUNSELING

Dr. Lori A. Bruch, Director  
570-941-4308  
bruchl1@scranton.edu

The Rehabilitation Counseling program prepares rehabilitation counselors and related Rehabilitation Professionals for entry into and/or advancement in counseling-related positions in public and private rehabilitation agencies, organizations, and systems.

More specifically, the program is designed to: 1. Enhance knowledge of rehabilitation concepts and practices; 2. Provide individuals with the counseling skills necessary for functioning in rehabilitation settings; 3. Increase awareness and sensitivity to disability issues; 4. Prepare individuals for certification as rehabilitation counselors; and 5. Enhance individuals' employability in entry-level or advanced clinical positions in rehabilitation settings. The program offers a learning environment in which the student can acquire the academic competencies of the profession and refine them through supervised practical experience. The program also provides a facilitative process through which the student can increase self-understanding, self-confidence, and personal effectiveness.

## ***REHABILITATION COUNSELING PROFESSION***

The rehabilitation counselor is an intervention specialist who either delivers or arranges to deliver therapeutic services to a variety of persons with disabilities in order to assist them in reaching mutually agreed upon goals. The specific roles and functions of the rehabilitation counselor, the services provided, and the goals established will vary, depending on the agency or organization in which the counselor is employed. In the typical state-federal vocational rehabilitation agency, individuals with disabilities are provided a variety of psychological, medical, social and vocational services to assist the person to achieve independence in living and in becoming competitively employed. In a mental health/mental retardation or drug and alcohol facility, the counselor may provide personal, social, or vocational adjustment services to assist the individual in achieving the maximum health, well-being, and independence possible.

## ***CURRICULUM***

The Rehabilitation Counseling program is a 48-credit curriculum leading to the Master of Science degree. 39 required credits include 33 credits of course work in principles and practices of rehabilitation counseling, three credits of practicum (100 hours of supervised counseling experience) and a minimum of three credits of internship (600 hours of supervised field experience). Nine credits of electives are offered to provide students with opportunities for additional study in individual areas of interest and for development of knowledge and skill in working with specific populations and in specific settings. Professional experience in a counseling-related field is beneficial but not required for entry into the program.



## ACCREDITATION AND CERTIFICATION

The Rehabilitation Counseling program is accredited by the Council on Rehabilitation Education (CORE), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). Hence, a graduate is eligible to sit for the national qualifying examination to become a Certified Rehabilitation Counselor (CRC). Students are encouraged to apply to take the examination in the final semester of study. Students who pass the examination are certified upon submitting evidence of successful completion of the degree and internship.

Rehabilitation Counseling courses are approved by the Commission on Rehabilitation Counselor Certification (CRCC) toward certification as well as for certification maintenance credits. All inquiries regarding certification and application for same should be directed to:

Commission on Rehabilitation Counselor Certification

1835 Rohlwing Road, Suite E

Rolling Meadows, IL 60008

(847) 394-2104

[www.crcrcertification.com](http://www.crcrcertification.com)

Refer to General Information under the Department of Counseling and Human Services for policies and procedures applicable to all Departmental programs.



*Lori A. Bruch, Associate Professor of Counseling and Human Services and Director of the Graduate Program in Rehabilitation Counseling.*

**REHABILITATION COUNSELING CURRICULUM**

**Professional Foundations (39 credits required)**

COUN 501	Counseling and Interviewing Skills
COUN 502	Counseling Theories
COUN 503	Group Process and Practice
COUN 504	Appraisal Techniques
COUN 505	Research Methods
COUN 506	Social and Cultural Issues
COUN 507	Career and Lifestyle Development
COUN 508	Developmental Psychology
COUN 520	Professional Issues: Rehabilitation Counseling
COUN 521	Physical Disabilities
COUN 522	Vocational Aspects of Disability
COUN 591	Practicum: Rehabilitation Counseling
COUN 596	Internship: Rehabilitation Counseling

**General Electives (9 credits required)**

**Disability and Specialty Populations**

COUN 531	Psychology of Adjustment
COUN 560	Addictive Behaviors
COUN 561	Substance Abuse: Prevention & Education
COUN 562	Issues in Substance Abuse
COUN 565	Psychiatric Disorders
COUN 570	Counseling Adolescents
COUN 571	Counseling Issues for Women
COUN 582	Directed Study
COUN 584	Special Topics

**Counseling Systems**

COUN 540	Family Counseling and Therapy
COUN 566	Behavioral Counseling
COUN 567	Health and Behavior

**Clinical Experience**

COUN 594	Practicum: Group Counseling
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**Credits for Degree: 48**

Total Required Credits: 39      Total Elective Credits: 9

# **SCHOOL COUNSELING**

Dr. LeeAnn M. Eschbach, Director  
570-941-6299  
eschbach@scranton.edu

The School Counseling program prepares students for entry into secondary and elementary school counseling positions. School Counselors provide professional services aimed at meeting the academic, career, personal and social needs of students.

## ***MISSION STATEMENT***

The mission of the School Counseling Program at the University of Scranton is to prepare students to become professional school counselors in elementary, middle, or secondary schools. The program emphasizes professional school counselors working to improve educational practices that impact all students through the development and implementation of comprehensive school counseling programs.

Driven by a team effort and a vision of educational equity, the School Counseling Program trains students to contextualize their counseling competencies by developing skills in leadership, advocacy, and collaboration, and to develop an appreciation of diversity in meeting the varied needs of school students. As a member of a team with other school personnel and helping professionals, school counselors assist students to achieve academic success, choose appropriate career paths, make effective decisions, and develop personally and socially.

## ***SCHOOL COUNSELING PROGRAM***

Implicit within our mission statement is a commitment to assist students to develop a professional identity as a school counselor. As a Companion School in the Education Trust's Initiative for Transforming School Counseling, we place special emphasis on school students' access and equity to educational opportunities to reduce the disparity among student groups and enhance the academic achievement of all students. Special curricular emphasis is placed upon the American School Counseling Association's Code of Ethics and National Standards for Comprehensive School Counseling Programs.

## ***SCHOOL COUNSELING PROFESSION***

According to the American School Counseling Association, the professional school counselor addresses the needs of students comprehensively through the implementation of a developmental school counseling program. Their work is differentiated by attention to age-specific developmental stages of student growth and the needs, tasks, and student interests related to those stages. School counselors are specialists in human behavior and relationships who provide assistance to students through four primary interventions: counseling (individual and group), large group guidance, consultation, and coordination.

The American School Counseling Association supports the development and implementation of developmental, sequential, and systemic comprehensive school counseling programs as an integral part of the overall educational program. Through comprehensive school counseling programs, school counselors work with school personnel, families and community members to assist students in academic, career, personal and social development.

As in the other areas of professional counseling, employment opportunities for school counselors are projected to grow faster than average for all occupations through 2005 according to the U.S. Department of Labor's *Occupational Outlook Handbook*. School Counseling is noted as the fastest growing area of all specialty areas of professional counseling practice.

## **CURRICULA**

The School Counseling Programs are a 48-credit curricula leading to the Master of Science degree. There are two specializations: a Specialization in either Elementary or Secondary School Counseling. The curricula are divided into four areas or sequences: psychological and sociological foundations, counseling, professional orientation, and research. A three-credit practicum and a three-credit internship experience are among the required courses. Additionally, a student must satisfactorily complete his or her Professional Counselor Portfolio within the time frame outlined in the Program Manual.

## **ACCREDITATIONS AND CERTIFICATION**

The School Counseling Programs are designed to meet the standards for certification as either an Elementary or Secondary School Counselor established by the Pennsylvania Department of Education (PDE). Upon completion of a program, students are eligible to apply for the Education Specialist I Certificate in Elementary or Secondary School Counseling. The programs are competency-based and designed to meet the Standards for Program Approval as outlined by PDE.

The PDE certification process for school counselors requires four tests: PPST Reading, PPST Writing, PPST Math and School Guidance and Counseling. Information on these tests if available in the department office. Non-United States citizens need to check with PDE concerning their eligibility for certification.

The School Counseling Program is accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). This accreditation affords a number of advantages to program graduates. Graduates meet all academic requirements for certification as National Certified Counselors (NCCs) as well as the School Counseling Specialty Certification (National Certified School Counselor [NCSC]). . Graduates may apply to the National Board of Certified Counselors to take the National Counselor Examination upon graduation from the program. A student who passes the certification examination will be granted recognition as a NCC. All inquiries regarding certification as a NCC and application for same should be directed to:

National Board of Certified Counselors, Inc.  
3-D Terrace Way  
Greensboro, NC 27403  
(336-547-0607)  
[www.nbcc.org](http://www.nbcc.org)

The School Counseling Program is a part of the teacher-education unit at The University of Scranton. Besides the School Counseling Program, the teacher-education unit also consists of the Education Department and the Teacher Education Committee. The National Council for Accreditation of Teacher Education (NCATE) accredits the teacher-education unit of The University of Scranton.

Certain students who already possess a relevant Master's degree may desire certification only. In those cases, the Certification Review Committee will review their previous graduate study and related work experiences. An appropriate program of study will be recommended. Students completing the "certification only" option must meet all competency requirements for certification as identified by PDE. The process for certification only status is detailed in the School Counseling Program Manual.

Refer to General Information under the Department of Counseling and Human Services for policies and procedures applicable to all Department programs.

# **SCHOOL COUNSELING CURRICULUM**

## **Secondary School Counseling Specialization**

### **Psychological and Sociological Foundations Sequence: (12 credits required)**

- COUN 506\* Social and Cultural Issues
- COUN 508\* Developmental Psychology
- COUN 537\* Career Development in Schools
- COUN 561\* Substance Abuse: Prevention & Education

### **Counseling Sequence: (24 credits required)**

- COUN 501\* Counseling and Interviewing Skills
- COUN 502\* Counseling Theories
- COUN 503\* Group Process and Practice
- COUN 504\* Appraisal Techniques
- COUN 540\* Family Counseling and Therapy
- COUN 570\* Counseling Adolescents
- COUN 592\* Practicum: Secondary School Counseling
- COUN 597\* Internship: Secondary School Counseling

### **Professional Orientation Sequence: (6 credits required)**

- COUN 530\* Professional Issues: School Counseling
- COUN 533\* Secondary School Counseling Program Planning

### **Research Sequence: (3 credits required)**

- EFND 506 Educational Research
- COUN 505 Research Methods

### **Elective(s):**

- COUN 511 Counseling Children
  - COUN 542 Family Violence
  - COUN 560 Addictive Behaviors
  - COUN 562 Issues in Substance Abuse
  - COUN 563 Crisis Intervention
  - COUN 564 Children's Mental Health
  - COUN 565 Psychiatric Disorders
  - COUN 571 Counseling Issues for Women
  - COUN 582 Directed Study
  - COUN 584 Special Topics
  - COUN 594 Practicum: Group Counseling
  - EFND 501 Educational Psychology
  - EFND 521 Advanced Foundations of Education
  - ECUI 536 Teaching the Gifted Child
  - ESPC 501 Inclusionary Classroom Practices
  - ESPC 506 Education of the Exceptional Child
  - ERDG 531 Children's and Adolescent Literature
- Other Education Department electives per approval.

**Credits for Degree: 48**

Total Required Credits: 45      Total Elective Credits: 3

\* Required courses. The student's mentor may recommend appropriate deletions or substitutions, based on the evaluation of the student's credentials.



# **SCHOOL COUNSELING CURRICULUM**

## **Elementary School Counseling Specialization**

### **Psychological and Sociological Foundations Sequence: (12 credits required)**

- COUN 506\* Social and Cultural Issues
- COUN 508\* Developmental Psychology
- COUN 537\* Career Development in Schools
- COUN 561\* Substance Abuse: Prevention & Education

### **Counseling Sequence: (24 credits required)**

- COUN 501\* Counseling and Interviewing Skills
- COUN 502\* Counseling Theories
- COUN 503\* Group Process and Practice
- COUN 504\* Appraisal Techniques
- COUN 511\* Counseling Children
- COUN 540\* Family Counseling & Therapy
- COUN 593\* Practicum: Elementary School Counseling
- COUN 598\* Internship: Elementary School Counseling

### **Professional Orientation Sequence: (6 credits required)**

- COUN 530\* Professional Issues: School Counseling
- COUN 534\* Elementary School Counseling Program Planning

### **Research Sequence: (3 credits required)**

- EFND 506 Educational Research
- COUN 505 Research Methods

### **Elective(s):**

- COUN 542 Family Violence
- COUN 560 Addictive Behaviors
- COUN 562 Issues in Substance Abuse
- COUN 563 Crisis Intervention
- COUN 564 Children's Mental Health
- COUN 565 Psychiatric Disorders
- COUN 570 Counseling Adolescents
- COUN 571 Counseling Issues for Women
- COUN 582 Directed Study
- COUN 584 Special Topics
- COUN 594 Practicum: Group Counseling
- EFND 501 Educational Psychology
- EFND 521 Advanced Foundations of Education
- ECUI 536 Teaching the Gifted Child
- ESPC 501 Inclusionary Classroom Practices
- ESPC 506 Education of the Exceptional Child
- ERDG 531 Children's and Adolescent Literature
- Other Education Department electives per approval.

**Credits for Degree: 48**

Total Required Credits: 45    Total Elective Credits: 3

\*Required courses. The student's mentor may recommend appropriate additions or substitutions, based on the evaluation of the student's credentials.

# CERTIFICATE OF ADVANCED GRADUATE STUDY IN PROFESSIONAL COUNSELING

Dr. Thomas M. Collins

570-941-4129

collinst1@scranton.edu

The Department of Counseling and Human Services offers a Certificate of Advanced Graduate Study in Professional Counseling. The Certificate of Advanced Graduate Study in Professional Counseling (CAGSPC) is a program designed to meet the legislated educational requirements of Pennsylvania Act 136 of 1998 - The Social Workers, Marriage and Family Therapists and Professional Counselors Act. The certificate allows students to obtain a minimum of 12 additional graduate credits in professional counseling that can partially fulfill requirements for counselor licensure.

According to the provisions of Act 136, the applicant who does not hold a doctorate in counseling must have successfully completed one of the following educational requirements:

1. Within five years after the board has promulgated final regulations, has successfully completed a planned program of 60 semester hours or 90 quarter hours of graduate course work in counseling or a field determined by the board of regulation to be closely related to the practice of professional counseling, including a master's degree in counseling or in a field determined by the board by regulation to be closely related to the practice of professional counseling, from an accredited educational institution. [(Sec.7(f)(2)(i))]

2. Has successfully completed a planned program of 60 semester hours or 90 quarter hours of graduate course work in counseling or in a field determined by the board of regulation to be closely related to the practice of professional counseling, including a 48-semester hour or 72-quarter hour master's degree in counseling or in a field determined by the board of regulation to be closely related to the practice of professional counseling, from an accredited educational institution. [(Sec.7(f)(2)(ii))]

## ADMISSIONS CRITERIA

All applicants for the certificate program must apply for formal admission to The Graduate School of The University of Scranton. Applicants must possess:

1. A master's degree in counseling from a counseling program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP); or
2. A master's degree in Rehabilitation Counseling from a program accredited by the Council on Rehabilitation Education (CORE); or
3. A master's degree in counseling or a closely related field that includes graduate-level course work of at least two semester hours or three quarter hours in each of the following areas:

- **Human Growth and Development:** Includes studies that provide an understanding of the nature and needs of individuals at all developmental levels.
- **Social and Cultural Foundations:** Includes studies that provide an understanding of issues and trends in a multicultural and diverse society.
- **Helping Relationships:** Includes studies that provide an understanding of counseling and consultation processes.
- **Group Work:** Includes studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group-work-approaches.

- **Career and Lifestyle Development:** Includes studies that provide an understanding of career development and related life factors.
- **Appraisal:** Includes studies that provide an understanding of individual and group approaches to assessment and evaluation.
- **Research and Program Evaluation:** Includes studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
- **Professional Orientation and Ethics:** Includes studies that provide an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards, and credentialing.
- **Field Experience:** A minimum of 700 hours of supervised counseling experience in an appropriate work setting.

An applicant whose master's degree is not from a CACREP or CORE accredited program and whose course work does not meet the criteria in Item 3 (above) may be admitted provisionally. Such students will be required to complete successfully requirements in Item 3 (above) for which they do not have appropriate transcribed graduate course work prior to matriculation in the CAGSPC program.

A minimum of 60 graduate credits in professional counseling must be attained before the CAGSPC is granted. A minimum of 12 graduate credits in professional counseling beyond the prerequisite 48 graduate credits must be completed in the Department of Counseling and Human Services at The University of Scranton in order to obtain the CAGSPC.

Each student will design a plan of study in conjunction with his/her Program Director that addresses licensure education requirements and the student's unique needs.



*Thomas M. Collins, Associate Professor of Counseling and Human Services and Director of the Graduate Program in Community Counseling.*

## COURSE DESCRIPTIONS

*Credits*

### **COUN 500.**

#### **Professional Issues: Community Counseling 3**

Focuses on the underlying philosophical, historical, professional, legal, and ethical issues involved in the profession of counseling. Designed to acquaint the student with important issues in the field of professional counseling and to help the student establish a sense of professional identity.

### **COUN 501.**

#### **Counseling and Interviewing Skills 3**

This course deals with the application of counseling theory to the practical interview situation. The counseling process and the core elements of a facilitative counseling relationship will be examined. Counselor candidates will begin to develop basic interviewing skills.

### **COUN 502.**

#### **Counseling Theories 3**

Selected theories and techniques of counseling are discussed and examined through a combination of lecture, discussion, and role-playing activities. Emphasis will be upon evaluating the various theo-

ries and abstracting parts of these theories into a comprehensive overview of the counseling process. Application to different types of clients is discussed.

### **COUN 503.**

#### **Group Process and Practice 3**

A basic understanding of group dynamics and behavior is provided. Processes and patterns of interaction are analyzed primarily from the standpoint of their broad educational significance. The selection, evaluation and use of group counseling methods and materials are discussed. Methods of developing and organizing group programs are also presented. Students also participate in a group experience.

### **COUN 504.**

#### **Appraisal Techniques 3**

Emphasis will be placed upon the development of competency in the evaluation, use, and interpretation of tests and inventories used in assessing abilities, achievement, interests and personality. The relationship of informal data to the analysis of individual behavior will be included. Selected instruments will be examined in terms of their design and appropriate utilization.



*LeeAnn M. Eschbach, Associate Professor of the Department of Counseling and Human Services and Director of the School Counseling program.*



**COUN 505.**  
**Research Methods** 3  
 An introduction to research issues and methodology in the field of counseling. Emphasis is placed on gaining the knowledge necessary to evaluate the conclusions of published research.

**COUN 506.**  
**Social and Cultural Issues** 3  
 Focuses on current social and cultural issues which shape human behavior and affect the practice of counseling. Emphasis is placed on multicultural counseling and issues such as aging, sexuality, AIDS and poverty are addressed.

**COUN 507.**  
**Career and Lifestyle Development** 3  
 Psychological and sociological aspects of vocational choice and vocational adjustment will be presented and major theories of career choice and development will be reviewed. Emphasis will be placed upon methods and resources for facilitating career development throughout the life span. Career education, computerized information systems, and decision-making methods will be considered along with innovative approaches for special-needs populations

**COUN 508.**  
**Developmental Psychology** 3  
 This course provides an understanding of developmental psychology, including theoretical approaches and issues relating to physical, cognitive, personality and moral development with particular emphasis on implication for counselors. Both psychological and sociological impacts on development will be overviewed.

**COUN 510.**  
**System of Care** 3  
 (Prerequisite, COUN 500) This required course addresses critical issues unique to Community Counseling. These include (a) professional practice issues, (b) the organizational, fiscal and legal dimensions of practice, and (c) community needs assessment, evaluation and consultation. The application of a social justice framework is emphasized.

**COUN 511.**  
**Counseling Children** 3  
 (Prerequisite, COUN 502) This course deals with the application of counseling theory to the counseling interview situation with elementary school clients. The counseling process, the core elements of a facilitative counseling relationship, and specific techniques for counseling children will be examined. Counselor candidates will begin to develop basic interviewing skills.

**COUN 520.**  
**Professional Issues: Rehabilitation Counseling** 3  
 Identification of the principles underlying rehabilitation, including history, philosophy, structure, and legislation. Study of the rehabilitation process from referral through follow-along activities. Concepts regarding legal issues, professional ethics, consumer advocacy, personal philosophy, community organization and the team concept are presented through a combination of guest lecturers and seminars. Field experience in supported employment with business and industry will be required.

**COUN 521.**  
**Physical Disabilities** 3  
 Unique problems of various disability groups encountered by the counselor. Psychodynamic principles underlying personal adjustment to disability with emphasis on client needs, conflicts, and adjustment mechanisms. Environmental adjustment problems in relation to the nuclear family and community.

**COUN 522.**  
**Vocational Aspects of Disability** 3  
 Theories and models of vocational choice, career development, vocational counseling, and selected vocational assessment measures are presented. An in-depth study of the rehabilitation problems and issues dealt with by the counselor in placing individuals with disabilities is included. Job analysis and industrial visits are required.

**COUN 530.**  
**Professional Issues: School Counseling** 3  
 Focuses on the ethical, legal, philosophical, and sociological issues involved in the



practice of professional school counseling. An in-depth understanding of the developing role of the school counselor and the application and impact of that role in a pluralistic society is stressed. Orientation to the larger counseling profession is provided with an emphasis on helping the student develop a counselor identity.

#### **COUN 533.**

##### **Secondary School**

##### **Counseling Program Planning 3**

This course provides a programmatic examination of the issues relevant to the role and function of the secondary school counselor including planning, developing, implementing, and evaluation of comprehensive school counseling programs in accordance with current ethical and legal directives. National School Counseling Standards and theoretical orientation are emphasized in the practice of counseling, consultation, coordination, and appraisal within a comprehensive school counseling program and collaborative community initiatives.

#### **COUN 534.**

##### **Elementary School**

##### **Counseling Program Planning 3**

This course provides a programmatic examination of the issues relevant to the role and function of the elementary school counselor, including planning, developing, implementing, and evaluation of comprehensive school counseling programs in accordance with current ethical and legal directives. National School Counseling Standards and theoretical orientation are emphasized in the practice of counseling, consultation, coordination, and appraisal within a comprehensive school counseling program and collaborative community initiatives.

#### **COUN 537.**

##### **Career Development in Schools 3**

Aspects of academic and career choice and adjustment will be presented and major theories of career choice and development will be reviewed. Emphasis is placed upon the knowledge, skills, and resources for facilitating career development through

the K-12 school experience. Career education, computerized information systems, and other interventions that assist all students in educational and career decision-making and the resolution of barriers to academic, career, and life success. The course focus on career interventions emphasizes the role of the school counselor as advocate for the achievement and career success of all students.

#### **COUN 540.**

##### **Family Counseling and Therapy 3**

Basic theories and models utilized by family counselors will be covered, including family development and transitions across the life span, research into healthy families, and several family systems approaches (e.g. intergenerational, structural and solution-focused theories). Attention will be paid to dimensions of gender and diversity as these impact family work; students will be introduced to important aspects of family counseling including work with "dysfunctional" families and with families dealing with acute and chronic illness, and ethical concerns of family therapists. Integration of course materials will be facilitated through student projects on their own families-of-origin.

#### **COUN 542.**

##### **Family Violence 3**

This course examines the dynamics and treatment strategies associated with work in homes where family members have experienced various forms of physical, sexual, and emotional maltreatment from other family members.

#### **COUN 560.**

##### **Addictive Behaviors 3**

Approaches to understanding and counseling persons with addictive disorders are thoroughly reviewed with an emphasis on the biopsychosocial model. The development of abuse and addiction, assessment, treatment, recovery, and relapse prevention are important topics in the course. The focus is on developing an up-to-date and scientifically accepted knowledge base, while helping students to develop helpful

clinical attitudes (developmental and interdisciplinary approaches) in this growing area of counseling.

**COUN 561.**  
**Substance Abuse:**  
**Prevention & Education** 3

Design, implementation and evaluation of substance-abuse prevention and education programs will be the focus. Policy and value issues that underlie prevention will be covered along with a historical perspective on prevention and policy efforts in the U. S. Students will be exposed to a variety of prevention services and agencies in the regional community and schools.

**COUN 562.**  
**Issues in Substance Abuse** 3

Legal and health consequences of substance abuse. Special attention is given to the role of the substance abuse specialist in relationship to health care and legal systems.

**COUN 563.**  
**Crisis Intervention** 3

This course is designed to acquaint the student with the theory and practice of crisis intervention as it is applied to common crisis situations such as suicide, battering, violent behavior, post-traumatic stress disorder, substance abuse, sexual assault, and personal loss. Didactic instruction will be supplemented by role-playing experiences, guest lectures by crisis intervention specialists, and use of audiovisual materials.

**COUN 564.**  
**Children's Mental Health** 3

This course is designed to introduce the graduate student to counseling of children with mental health needs. Children's behavior will be examined along a continuum that ranges from normal developmental discontinuities to serious emotional, behavioral, or mental disorders. Each type of problem will be examined in terms of its etiology, preferred form of psychotherapeutic intervention, and psychopharmacological treatment where appropriate. In addition, systemic issues will be examined that impact upon provision of services to children.

**COUN 565.**  
**Psychiatric Disorders** 3

An examination of the problems associated with mental and emotional disturbances. Emphasis is placed on contemporary modalities of treatment as they relate to community mental health programs. Critical issues in mental health, including the dynamics behind these issues, will be discussed.

**COUN 567.**  
**Health and Behavior** 3

Focuses on stress, the nonspecific response of the body to any demand, which affects thoughts, emotions, and the body. Stress-induced diseases of adaptation (the psychosomatic warning signs such as hypertension, gastrointestinal disorders, and nervous disturbances) along with the stress-related thought disorders and emotional disturbances are examined.

**COUN 568.**  
**Human Sexuality: Theories and Intervention** 3

This course provides a broad understanding of human sexual development across the lifespan and appropriate intervention techniques that can be used to address specific concerns of human sexual functioning. Ethical issues in the treatment of sex-related issues are addressed.

**COUN 569.**  
**Psychopharmacology** 3

This course provides a broad understanding of psychopharmacological intervention in the treatment of mental disorders in children, adolescents, and adults.

**COUN 570.**  
**Counseling Adolescents** 3

This course explores current concerns and challenges confronting adolescents and young adults. Topics will partially be determined by societal trends and will cover a range of issues such as adolescent suicide, eating disorders, substance abuse and relationship conflicts. Selected issues will be explored from both a psychological and sociological perspective, with emphasis on implications for developing counselor intervention techniques.

- COUN 571.**  
**Counseling Issues for Women** 3  
 A basic understanding of psychological issues currently facing women across the life span will be provided. Sociological concerns will be discussed as well as counselor intervention techniques.
- COUN 573.**  
**Consultation and Supervision** 3  
 Theory and practice are combined in this treatment of consultation and clinical supervision by counseling practitioners. The role of counselor as consultant/supervisor will be examined along with the acquisition of skills needed to work collaboratively with other human service providers. Ethical and legal issues will also be discussed..
- COUN 582.**  
**Directed Study** 3  
 Allows the student to pursue an area of interest under the guidance of a faculty member.
- COUN 584.**  
**Special Topics** 3  
 Selected topics of current interest in the field of counseling are offered on a variable schedule.
- COUN 590.**  
**Practicum: Community Counseling** 3  
 (Prerequisites, COUN 501, 502, 504)  
 Focuses on necessary and desirable counseling skills, development of counseling relationships, and case conceptualization. Practical application of counseling theories and techniques, psychological testing, and vocational development theory is emphasized. The practicum consists of 100 clock hours and includes direct service work, individual supervision and group supervision.
- COUN 591.**  
**Practicum: Rehabilitation Counseling** 3  
 (Prerequisites, COUN 501, 502, 504)  
 Focuses on necessary and desirable counseling skills, development of counseling relationships, and case conceptualization. Practical application of counseling theories and techniques, psychological testing, and vocational development theory is emphasized. The practicum consists of 100 clock hours and includes direct service work, individual supervision and group supervision.
- COUN 592.**  
**Practicum: School Counseling** 3  
 (Prerequisites, COUN 501, 502, 504) This course consists of the actual counseling of clients under supervision. The primary focus is on necessary and desirable skills, development of counseling, and case conceptualization. Practical application of counseling theories and techniques, psychological testing, and vocational development theory is emphasized. The practicum consists of 100 clock hours and includes direct service work, individual supervision and group supervision.
- COUN 593.**  
**Practicum: Elementary School Counseling** 3  
 This course consists of actual counseling of clients under supervision. Practicum focuses on necessary and desirable counseling skills, development of counseling relationships, and case conceptualization. Practical applications of counseling theories and techniques, psychological testing, and career development theory are emphasized. A variety of on-site counseling experiences is provided for students. Required of all Elementary School Counseling students.
- COUN 594.**  
**Practicum: Group Counseling** 3  
 (Prerequisite, COUN 503) Focuses on necessary and desirable group counseling skills, the development of group environments and the use of group techniques for generating individual change. An advanced personal group experience under direction of the faculty is an ongoing part of this practicum. Admission by consent of instructor.
- COUN 595.**  
**Internship: Community Counseling** 3  
 (Prerequisite, COUN 590) Full-time placement in a community agency, facility or institution involving 600 clock hours of supervised experience. These assignments may include work in mental health, drug and alcohol, family service, aging, or men-

tal retardation facilities. A minimum of 3 credits is required of all students. Students who require more than one semester/term to complete the internship must register for three credits of internship per semester/term.

**COUN 596.**

**Internship: Rehabilitation Counseling 3**  
(Prerequisite, COUN 591) Full-time placement in a community agency, facility or institution involving 600 clock hours of supervised experience. These assignments may include work in State-Federal rehabilitation agencies, rehabilitation centers, sheltered workshops, selected mental and retardation programs, supported employment, independent living centers and programs, drug and alcohol programs, and other systems which provide services for State-Federal programs. A minimum of 3 credits is required of all students. Students who require more than one semester/term to complete the internship must register for three credits of internship per semester/term.

**COUN 597.**

**Internship: Secondary School Counseling 3**  
(Prerequisite, COUN 592) Placement of counselor-trainee students in a secondary school guidance office, involving 600 clock hours of supervised experience. Actual counseling of secondary school students under supervision occurs in this course. A variety of experiences is provided for individual counseling and other counselor-related activities, usually on

site. A minimum of three credits is required of all students. Students who require more than one semester/term to complete the internship must register for three credits of internship per semester/term.

**COUN 598.**

**Internship: Elementary School Counseling 3**  
(Prerequisite, COUN 592) Placement of counselor-trainee students in an elementary school guidance office, involving 600 clock hours of supervised experience. Actual counseling of elementary school students under supervision occurs in this course. A variety of experiences is provided for individual counseling and other counselor-related activities, usually on site. A minimum of three credits is required of all students. Students who require more than one semester/term to complete the internship must register for three credits of internship per semester/term.

**COUN 599.**

**Advanced Counseling Internship 3**  
The Advanced Counseling Internship and accompanying seminar will enable students to refine and demonstrate the integration of theoretical and research perspectives on clinical interventions. The Counselor Training Center (CTC), the Leahy Health Center, and an agreed-upon clinical site in the community will be utilized. Individual and group supervision will be ongoing.



# Business Administration

**Dr. Wayne H. J. Cunningham, Director**

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<http://www.academic.scranton.edu/faculty/cunninghamwl>

<http://www.academic.scranton.edu/departments/mba/>

**Department of Accounting faculty:** Professors - Brian Carpenter, C.M.A., Daniel Mahoney, C.P.A., Joseph R. Zandarski, C.P.A.; Associate Professors - Laura Helene Ellis-Westwell, Ronald J. Grambo, C.P.A., Roxanne T. Johnson, Robyn Lawrence, Michael Oposu Mensah; Assistant Professors - Frank B. Linton, Steven A. Solieri.

**Department of Economics/Finance faculty:** Professor - Satyajit P. Ghosh (Chair); Associate Professors - Frank P. Corcione, Ralph W. Grambo, Jr., Riaz Hussain, John Kallianiotis, Hong V. Nguyen, Murli Rajan, C.F.A., Edward M. Scahill, Susan Trussler; Assistant Professor - Iordanis Petsas.

**Department of Management/Marketing faculty:** Professor - Gerald Biberman (Chair); Associate Professors - Alan L. Brumagim, Cynthia Cann, Satya P. Chattopadhyay, Jafor Chowdhury, Irene Goll, Robert L. McKeage, Delia A. Sumrall, Len Tischler, John M. Zych

**Department of Operations & Information Management faculty:**

Professor - Prasadarao V. Kakumanu (Chair); Associate Professors - Ying I. Chien, Wayne H.J. Cunningham, Kingsley S. Gnanendran, Deborah J. Gougeon, Satyanarayana Prattipati, Rose Sebastianelli, Nabil Tamimi; Lecturer - Carole A. Sherlock.

The Master of Business Administration (MBA) program at The University of Scranton emphasizes the skills and perspectives necessary to succeed in today's global and technology-based business environment. We attempt to develop in students of high intellectual calibre and leadership potential the knowledge, abilities and attitudes which will prepare them for further studies and/or management careers in this business environment. A significant emphasis is placed on providing an education which will benefit both the student and the local, national and/or international community through that student's decision-making skills as developed by the program.

## ACCREDITATION

The MBA program at The University of Scranton is one of only 17 graduate programs in Pennsylvania which are accredited by AACSB International - The Association to Advance Collegiate Schools of Business. Like other high quality MBA programs, The University of Scranton MBA provides for a broad business education, requiring courses in a number of functional areas. At the same time, we permit a degree of customization and a choice of specialization.

## THE PROGRAM

Our MBA program is divided into three parts: core, advanced electives, and a capstone experience.

**Core (Breadth) Courses** - 8 courses (24 credits)

All students must complete each of the MBA core courses listed below. However, students with extensive educational background in a particular area may have the core course





Wayne H. J. Cunningham, Associate Professor of Operations & Information Management and MBA Director .

requirement in that area waived. The student then substitutes an advanced elective to meet the 36-credit requirement.

ACC	502	Accounting for Management
OM	503	Operations Management
MIS	504	Management Information Systems
MGT	505	Organizational Behavior
MKT	506	Marketing Management
ECO	507	Managerial Economics
FIN	508	Financial Management
MGT	509	Business Policy

#### **Advanced Electives - 4 courses (12 credits)**

Advanced elective courses are those courses numbered 510 and higher in the course description list below. Each student must take a minimum for four advanced elective courses (12 credits). At least one of these four courses must be an "international" course. Students may choose from ACC 525, MGT 556, MKT 563, MIS 577, and FIN 584; and Special Topics courses with an international focus which may be offered from time to time to fulfill the international requirement.

#### **Specializations**

Students who choose to complete at least three Advanced Elective courses in one functional area may specialize in that area. MBA students may choose from one of the following specialization areas.

- Accounting
- Finance
- Marketing
- Operations Management
- Management Information Systems
- International Business
- Enterprise Management Technology

Students who choose the International Business specialization choose at least three of the international courses listed on the previous page to fulfill their specialization requirement.

Students who are interested in software development, as opposed to managing information systems, should consider the Software Engineering master's degree program described elsewhere in this catalog.

The student may choose not to specialize. Students who choose a "General" MBA maximize their flexibility in the selection of advanced electives. The student who chooses this option may take any four Advanced Elective courses selected in any combination from the Advanced Electives as long as at least one is an "international" course.

Some students choose to pursue a dual specialization by taking the required number of Advanced Elective courses (three courses, nine credits) in each specialization area. However, the same course may not be used to fulfill the specialization requirement in more than one area. For example, MKT 563 may be used to fulfill the nine-credit requirement in the marketing specialization or the international specialization, but not both.

**Computer Literacy:** Many courses in the MBA program assume a knowledge of computers. Specifically, students are expected to be familiar with 1. Spreadsheet applications and techniques; 2. Database management; 3. Introductory VAX applications and 4. Use of the World Wide Web. Students lacking computer background should inquire into The University of Scranton continuing education courses.

## CAPSTONE EXPERIENCE

MGT 509, Business Policy, is the capstone experience in the MBA program. This course, to be taken as the last of the MBA core, synthesizes the knowledge students have gained in every other core course in the program. Students in MGT 509 will develop, present and defend their own policy recommendations in case studies which require an understanding of all areas of business to make sound judgements.

## TRANSFER OF CREDITS

A maximum of six graduate credits may be transferred to The University of Scranton in fulfilling MBA course requirements from an AACSB International-accredited school. If the student is seeking to transfer courses from another Jesuit institution participating in the Multilateral MBA Agreement, the six-credit limit does not apply. The student may check with his/her mentor regarding credit transfer. For other regulations governing the transfer of graduate credits, see pages 19-20 of this catalog.

## CLASS SCHEDULES

Normally class periods are 4:30-7:10 p.m. and 7:10-10:00 p.m. During the fall and spring semesters each course meets one night per week. (Consult summer and intersession schedules for class times in these terms.)

Students may attend on either a part-time or full-time basis. Most part-time students take two courses in each of the fall and spring terms. Most full-time students take three or four courses each fall and spring term, plus one or two courses each summer and intersession term.

## GRADUATE ASSISTANTSHIPS

Approximately 11 graduate assistantships are available for outstanding full-time MBA students in each year. The assistants may work with The Kania School of Management faculty in their research and other academic duties, in Information Resources or in other University offices. Assistants receive a stipend and are eligible for a tuition scholarship.

# FOUNDATION COURSES

All MBA students must have academic preparation in the Foundation areas listed below. Courses designed to meet this requirement are ordinarily taken at the undergraduate level. Students with an undergraduate degree in business will normally have completed *all* these courses and therefore can ordinarily complete the MBA program by taking 12 courses (36 credits) as previously outlined. Students with undergraduate degrees in disciplines other than business may be required to take some courses designated as “foundation” courses. Any foundation courses required of a student will be identified in that student’s letter of admission to the program.

Any disagreement with the assignment of foundation courses should be reviewed with the student’s mentor shortly after receipt of the letter of admission. Note: foundation courses are frequently cited as prerequisites for MBA Core and Advanced Elective courses. Students taking the latter courses without having the assigned foundation requirements waived will be *required* to take the necessary foundation courses before graduating.

Areas Covered	U. of S. Undergraduate Courses
Financial and Managerial Accounting	ACC 253 and 254 or ACC 210
Calculus	MATH 106 and 107 or OIM 210
Statistics and Introduction to Management Science	STAT 251 and OIM 351 or OIM 211
Marketing	MKT 351
Corporate Finance	FIN 351
Micro & Macro Economics	ECO 153 and 154 or ECO 210
Principles of Management	MGT 351
Business Law/Legal Environment of Bus.	MGT 251
International Business*	ECO 351

\* This is a foundation requirement *only* for students pursuing the specialization in international business.

Foundation courses may be completed at The University of Scranton or at another accredited institution. There is no limit to the number of foundation course credits which may be taken at another accredited institution. Also, grades in foundation courses do not enter into the calculation of the graduate GPA. After admission into the program, foundation, core and advanced elective courses may be taken simultaneously as long as prerequisite requirements are not being violated.

## ADMISSION REQUIREMENTS

The Graduate Management Admissions Test (GMAT) is a test designed to measure certain abilities which have been found to be indicators of success in graduate programs in business. This test is required of all students. Registration for the GMAT may be made via telephone (1-800-GMAT-NOW) or via web site (<http://www.gmat.org>). Visit the GMAT web site for more information about the computer-adaptive test.

Admission to the MBA program is based on a combination of four indicators: previous academic performance; the applicant’s GMAT score; letters of recommendation; and prior work experience, although prior work experience is not a precondition for admission. Particular attention is paid to the candidate’s previous academic record and performance on the GMAT.

International students, whose native language is not English, are required to demonstrate their proficiency in English by achieving a score of at least 500 on the paper-based TOEFL test or 173 on the computer-based TOEFL test. Applicants scoring less than the

required scores are not admitted to the program. Applicants scoring less than 550 on the paper-based test or 213 on the computer-based test are required to complete satisfactorily a course in English Language Proficiency. Students who do not do so prior to their first semester must enroll in the University's English as a Second Language (ESL) course during their initial regular semester at the University of Scranton. Successful completion of the ESL course requires that students pass the TOEFL at the 550 (paper) or 213 (computer-based) level. Students who have not passed the ESL by the end of their second regular semester will not be permitted to continue their program until the English proficiency requirement has been met.

### **COMBINED B.S./M.B.A. DEGREE IN ACCOUNTING**

The Accounting Department offers a specialized program that enables outstanding undergraduate accounting students to earn both a Bachelor of Science degree in Accounting and an MBA with an accounting specialization. This specialized, dual-degree program is available to undergraduate students who are majoring in accounting. With prudent use of intersession and summer sessions, students can complete the combined program within five academic years. The program is structured to allow qualified students to take graduate courses while still taking undergraduate courses. The opportunity to take graduate courses prior to completing a baccalaureate degree is conditional upon attainment of University-stipulated Combined Baccalaureate/Master's Degree Program (see page 13) requirements.



*Rose Sebastianelli, Associate Professor of the Department of Operations & Information Management with students.*



COURSE DESCRIPTIONS

FOUNDATION COURSES

		Credits
ECO 153.		
Principles of Microeconomics	3	
(Formerly ECO 152) This course centers on the salient characteristics of the modern free enterprise economy. Topics include the operations of the price system as it regulates production, distribution, and consumption, and as it is in turn modified and influenced by private groups and government. International economics is also covered.		
ECO 154.		
Principles of Macroeconomics	3	
(Formerly ECO 151) This course analyzes the determinants of aggregate economic activity. The main areas studied are the monetary and banking system, the composition and fluctuations of national income and inflation, all as influenced by monetary and fiscal policy.		
ECO 210.		
Essentials of Economic Theory	3	
Intended to provide a foundation in economics for MBA students, this is an intensive course that stresses economic theory and public policy implications. The topics include stabilization of the economy and the price system as it regulates production, distribution and consumption and as it in turn is modified and influenced by private groups and government.		
ECO 351.		
Environment of International Business	3	
(Prerequisite, Eco 153 and 154 or Eco 210) This course introduces the student to the growing field of international business, touching on the economic, social and political environments of international trade and multinational corporations. International institutions and agencies that impact on international business are discussed, and practical aspects of these topics are emphasized.		
ECO 475.		
International Economics & Finance	3	
(Prerequisite, Eco 351) Advanced foreign		

trade theories and practices, balance of payments analysis, regional integration, exchange rates determination, foreign exchange markets, capital movements, and current international economic problems.	
ACC 253.	
Financial Accounting	3
A survey of the accounting cycle, basic financial statements, theory and techniques of income, asset and liability recognition.	
ACC 254.	
Managerial Accounting	3
(Prerequisite, ACC 253) Completion of the financial accounting sequence. Methods of cost accumulation and assignment; methods useful in managerial decision making.	
ACC 210.	
Survey of Managerial & Financial Accounting	3
A foundation course for ACC 502. This course is devoted to various financial and managerial accounting fundamentals, including the accounting cycle (transaction recording and posting, adjusting entries, trial balance preparation, financial statement preparation, closing entries, accounting principles that underly the recording and reporting of financial information). Managerial coverage includes cost terminology and proper cost classification, the statements of cost of goods manufactured and cost of goods sold, and the budgetary process. Not open to students requiring six credits of introductory accounting.	
MATH 106.	
Quantitative Methods I	3
Topics from algebra, including exponents, radicals, linear and quadratic equations, graphing, functions (including quadratic, exponential and logarithmic) and linear inequalities.	
MATH 107.	
Quantitative Methods II	3
(Prerequisite, MATH 106 or equivalent) Topics from differential calculus including limits, derivatives, curve sketching, marginal cost functions, and maximum-minimum problems. Integration.	



**STAT 251.****Statistics for Business I 3**

(Prerequisite, MATH 107, MATH 114 or OIM 210) Detailed coverage of descriptive statistics. An introduction to the elements of probability theory (including Bayes' theorem) and decision theory, and index numbers. The major discrete and continuous probability distributions are covered with an emphasis on business applications. Data analysis will be done using appropriate software.

**OIM 351.****Introduction to Management Science 3**

(Prerequisite, STAT 251) A survey of the quantitative techniques which are used by modern managers. Topic coverage focuses on model building, linear programming methods, queuing models, project management and simulation. Emphasis is placed on the use and limits of these quantitative methods. Model analysis will be done using appropriate software.

**OIM 210.****Quantitative Methods I 3**

An introduction to various mathematical tools used in the solution of business problems. Topics include: sets, vectors, matrices, system of linear equations; function; differential calculus of single and several variables, classical optimization and integral calculus, sample space, basic probability concepts, random variables, discrete and continuous probability distributions, sampling.

**OIM 211.****Quantitative Methods II 3**

(Prerequisite, MATH 106 and 107 or OIM 210) An analysis of how statistical and management science techniques assist in managerial decision making. Topics include: interval estimation, testing of hypothesis, simple and multiple regression models, linear programming, model formulation, problem solving, and sensitivity analysis, transportation and assignment problems.

**MGT 351.****Principles of Management I 3**

Survey course examines key aspects of organizations and their management, e.g.,

dynamic environments and their effects, organization design and structure, roles/functions of managers, managing technology and change, global management, and alternative types of organizations. This course examines the expanding role of the manager from the traditional areas of planning, organizing, controlling and directing to addressing current topics including issues of workplace diversity. Course will address the knowledge and skills managers must develop in working with others who are different from themselves.

**MKT 351.****Introduction to Marketing 3**

(Prerequisites, ECO 153 and 154 or ECO 210) This course introduces the student to the field of marketing. An overview of the principles on which the discipline is founded is provided to students. In addition, the role that various institutions such as manufacturing firms, wholesalers and retailers, and other facilitating middlemen play in the marketplace is examined. The marketing concept is presented as the framework within which the decisions related to marketing mix variables (product, place, price and promotion) are made by organizations.

**FIN 351.****Introduction to Finance 3**

(Prerequisite, ACC 210 and ECO 153 or ECO 210) This course introduces the business student to the field of finance. It serves as the foundation course for financial principles used in both financial management and investment courses. Topics include time value of money, risk analysis, basic operation of the capital markets, current assets and liability analysis, and introduction to the topics of capital budgeting and cost of capital calculation.

**MGT 251.****Legal Environment of Business 3**

The nature, sources, formation, and applications of law. The judicial function, the court system, litigation and other methods of resolving disputes, legislation law from judicial decisions, law by administrative agencies, regulation of business activity, antitrust law, consumer protection, environment and pollution control. Substantive

review of tort, criminal and insurance law. Full review of property rights for both personal and real property. Attention to business organization, principal of agency, partnership and cooperation.

**CORE COURSES**

**ACC 502.**

**Accounting for Management** 3  
(Prerequisite, ACC 210 or ACC 253 and ACC 254) The student develops a deeper understanding of accounting as the “language of business” and the ways in which it can be employed to help managers perform within their organizations. Emphasis is placed on ways to use, analyze, and interpret accounting data in planning and controlling organizational activities. Selected techniques required for analysis and managerial decision making are introduced.

**OM 503.**

**Operations Management** 3  
(Prerequisite, STAT 251 and OIM 351, or OIM 211) This course is designed to emphasize the strategic importance of operations management to the overall performance of the enterprise. Topics include: product and process planning and design, forecasting, facility location and layout, production staffing, job design and work measurement, capacity planning, aggregate planning, inventory management, requirements planning, operations scheduling, Just-in-time, and quality assurance.

**MIS 504.**

**Management Information Systems** 3  
The course is designed to educate students to the importance of information systems in managing profit as well as not-for-profit organizations such as: manufacturing, banking and health care. The course emphasizes the role of information systems to increase productivity, to improve the quality of products and services, and to insure overall effectiveness of organizational operations. The course introduces the student to information and communication technologies; information system evaluation and development processes; information technology applications for problem solving and management decision

making; and use of information technologies to transaction processes and customer service. Appropriate application software will be used to get hands-on experience, to analyze cases, and to complete the class project. The student is expected to have basic knowledge of computing skills.

**MGT 505.**

**Organizational Behavior** 3  
(Prerequisite, MGT 351 or equivalent) A primary goal of an organization is the improved performance of individuals and work groups within the organization. Organizational behavior is the field of study that investigates and explains those concepts or theories which are vital in current management practices dealing with job performance.

**MKT 506.**

**Marketing Management** 3  
(Prerequisite, MKT 351) Analysis of the conceptual and tactical mechanisms of marketing management with emphasis on how today's firms and institutions mobilize their resources to achieve market penetration, sales volume, and satisfactory profits. Marketing planning with control and implementation of strategies as major aspects of decision making. Also, exploring market opportunities and formulation of marketing policies (marketing mix) exemplified through case studies.

**ECO 507.**

**Managerial Economics** 3  
(Prerequisite, ECO 153 and 154 or ECO 210) An intensive study of the problems of value and costs, including demand theory, empirical demand analysis, production theory, cost theory linear programming applications in resource allocation and cost analysis, empirical cost analysis, market structure and pricing theory, pricing practice and the role of government in the private economy.

**FIN 508.**

**Financial Management** 3  
(Prerequisite, FIN 351) Principles of policy formation in the modern corporation; the institutions, instruments and customary procedures that influence the determination of corporate policy; and the reasons

for choices in seeking solutions to specific financial problems. A case approach will be utilized to cover problems of working capital management, capital budgeting, and capital structure. Computerized approaches to financial problems will be emphasized.

**MGT 509.**

**Business Policy** 3  
(Prerequisite, all other core courses) This course introduces the student to methodologies for examining strategic policy issues of organizations, primarily business organizations. In providing the student with opportunities to devise policy solutions, the course draws on all of the functional areas in the MBA curriculum. The course provides a capstone experience in which students will develop, present and defend their own policy solutions for a real company.

**ACCOUNTING ELECTIVES**

**ACC 512.**

**Survey of Federal Taxes** 3  
(Prerequisite, ACC 502 or equivalent) This course is directed at graduate students who desire exposure to tax law, but have had no prior tax course. The course will survey the general and basic rules which govern individuals, corporations, partnerships, and S corporations. The primary focus of this course will be directed toward compliance issues.

**ACC 521.**

**Auditing** 3  
(Prerequisite, Acc 502) Regulatory, legal, ethical, and technical issues related to the independent audit services. Intended for the general business student; not available to any student who has received credit for ACC 364 or its equivalent.

**ACC 522.**

**Federal Taxation** 3  
(Prerequisite, ACC 502) Corporation Income Taxes, with special emphasis on current Internal Revenue Service regulations. Partnerships included. This course is not open to those students who have received credit for ACC 365 or its equivalent.

**ACC 525.**

**International Accounting** 3  
(Prerequisite, ACC 502 or ACC 252 or ACC 254 or equivalent) Accounting for international business; accounting control for the multinational enterprise, global accounting theory and practice, social accounting concepts, tax aspects of foreign transactions, and international financial reporting to investors. This course is not open to those students who have received credit for ACC 475 or its equivalent.

**ACC 526.**

**Managerial Accounting** 3  
(Prerequisite, ACC 502) Decision models including pricing factor and product combinations. Examination of the problem of control in organizations, including transfer pricing and performance evaluation. This course is not open to students who have received credit for ACC 461 or its equivalent.

**ACC 527.**

**Financial Accounting** 3  
(Prerequisite, ACC 502) A critical study of the major accounting pronouncements on general purpose financial statements. Specific topics include accounting for inventories, investments, property, plant and equipment, liabilities, income tax allocation, pensions, and leases. This course is not open to those students who have received credit for ACC 362 or its equivalent.

**ACC 529.**

**Special Topics in Accounting** 3

**ADVANCED ACCOUNTING ELECTIVES**

Each student in the **Combined Bachelor of Science/Master of Business Administration Degree program** must take at least three upper-level graduate elective accounting courses. Depending upon the student's prior accounting background, acceptable elective courses could include the following: ACC 522, 525, 529, and any elective accounting course that is numbered 530 or greater.

**ACC 531.****Advanced Auditing 3**

(Prerequisite, ACC 364 or equivalent, or ACC 521) Internal control and auditing issues relating to EDP systems, including the organization, equipment, and applications controls; statistical sampling issues; and audit issues relating to certain operating cycles.

**ACC 532.****Advanced Taxation 3**

(Prerequisite, ACC 365 or equivalent, or ACC 522) This course is directed at graduate students having an accounting and tax background. The course will examine tax regulations applicable to partnerships, limited-liability companies/partnerships, corporations, S corporations, and estates and trusts. The emphasis will be on tax planning.

**ACC 536.****Advanced Managerial Accounting 3**

(Prerequisite, ACC 461 or ACC 526, or equivalent) Advanced study of the use of accounting information in the decision-making necessary for planning, organizing, directing, and controlling a firm's operations, including budgeting, performance evaluation, statistical analysis, and transfer pricing. The behavioral implications of the processes discussed will be addressed throughout the course. This course is not open to those students who have received credit for ACC 462 or ACC 523.

**ACC 537.****Advanced Financial Accounting 3**

(Prerequisite, ACC 362 or ACC 527, or equivalent) An in-depth study of selected advanced financial-reporting issues. Topics include consolidated financial statements, foreign currency transactions and foreign investments, and governmental and non-profit accounting. This course is not open to those students who have received credit for ACC 524.

**OPERATIONS MANAGEMENT ELECTIVES****OM 540.****Supply Chain Management. 3**

The design, operation and control of all activities involved in fulfilling customer requests. Topics include, but are not limited to: supply chain drivers, planning and managing inventories and transportation in supply chains, information and coordination, e-business and supply chains, customer service, order processing, strategic supply chain management

**OM 541.****Advanced Production and Operations Management 3**

(Prerequisite, OM 503) The modeling of production inventory systems. Topics include: facility design, aggregate and hierarchical planning, inventory control, and operations scheduling. Appropriate software will be used to design, analyze, and evaluate manufacturing operations.

**OM 542.****Applied Operations Research 3**

(Prerequisite, OM 503) A study of how operations research models may be used to solve practical decision problems in the business sector. Techniques studied will be chosen from: linear programming, goal programming, integer programming, dynamic programming, network theory, Markov processes, queuing theory and decision analysis. The course will emphasize problem formulation, model management and interpretation; both exact and heuristic algorithms will be considered.

**OM 544.****Business Forecasting Models 3**

(Prerequisite, OM 503 or consent of instructor) This course deals with the study of quantitative forecasting techniques which include exponential smoothing, classical decomposition, regression analysis and Box-Jenkins (ARIMA) methodology, as well as qualitative (judgmental) methods. The emphasis is on their practical application in various business forecasting situations. Issues important in the selection of appropriate forecasting



methodology such as data requirements, forecast accuracy, time horizon and cost are discussed.

**OM 545.**

**Total Quality Management 3**

(Prerequisite, OM 503 or consent of instructor) Total Quality Management (TQM) provides the means for the organization to define its culture and to support the constant attainment of customer satisfaction through an integrated system of tools, techniques, and training. Topic coverage focuses on applying various continuous improvement techniques such as statistical process charts and assessment frameworks (e.g., Deming's philosophy, Baldrige Criteria, ISO 9000) in order to achieve world class quality.

**MIS 548.**

**Business Decision Support Systems 3**

(Prerequisite, OM 503 and MIS 504) This course introduces the student to the conceptual foundations, technological components, and organizational processes involved in building interaction computer-based systems to help decision makers solve relatively unstructured problems. Topics include: Decision Support Systems (DSS) and Expert Systems (ES) Architecture, Tools for Building DSS and ES, Development of Decision Support and Expert Systems, and Applications using DSS Generators and ES Shells.

**OM 549.**

**Special Topics in Operations Management 3**

**MANAGEMENT ELECTIVES**

**MGT 553.**

**Organizational Theory 3**

(Prerequisite, MGT 505) Study of the forces both within and outside the organization that determine the structure and processes of an organization. Topics to be covered will include technology and size influences, conflict, boundary roles, matrix structure, political factors, and sociotechnical systems.

**MGT 554.**

**Group Dynamics 3**

(Prerequisite, MGT 505) Designing indi-

vidual and group behavior systems, contemporary topics on designing organizational systems for better utilization of human resources.

**MGT 555.**

**Organization Power & Politics 3**

(Prerequisite, MGT 505) This course examines power and politics in organizations from theoretical, applied, and research perspectives.

**MGT 556.**

**International Management 3**

(Prerequisite, Mgt 505) A basic graduate course in international management, this course focuses on the set of strategy decisions facing the multinational corporation. It will also focus on the external and internal variables that influence the choice and outcome of strategies. The specific strategies covered are entry/ownership, sourcing, control, marketing, financial, human resources, and public affairs. Other topics include the division of labor and resource allocation on a worldwide basis, cultural issues, and issues of nationalism.

**MGT 559.**

**Special Topics in Management 3**

**MANAGEMENT INFORMATION SYSTEMS ELECTIVES**

**MIS 546.**

**Business Database**

**Management Systems 3**

(Prerequisite, MIS 504) This course focuses on the overall structure of database management applications with emphasis on the relational approach. Topics covered include: database design, data dictionaries, query system, methods of storage and access, data definition and manipulation, data security and integrity, recovery and concurrence, distributed database management. Students will learn to design and implement database applications using micro and/or mainframe computers.

**MIS 548.**

**Business Decision Support Systems 3**

(Formerly, OIM 548; prerequisite, OM 503 and MIS 504) This course introduces the student to the conceptual foundations, technological components, and organiza-

tional processes involved in building interactive computer-based systems to help decision-makers solve relatively unstructured problems. Topics include: Decision Support Systems (DSS) and Expert Systems (ES) architecture, tools for building DSS and ES, development of decision support and expert systems, and applications using DSS generators and ES shells.

**MIS 571.**

**Information Networks and Electronic Commerce 3**

(Prerequisite, MIS 504) The main focus of the course is on the use of data communication networks to support effective and efficient management of information both within the organization and among organizations and individuals. Topics include: basic concepts of communication networks; analysis of existing enterprise data and voice communication networks; network management; electronic commerce and the worldwide web; intranets and collaborative work; and emerging trends and issues in electronic commerce infrastructure. The course will include case studies and a term project related to the applications of information networks.

**MIS 573.**

**Development of Business Applications 3**

(Prerequisite, MIS 504) This course focuses on end-user development of business applications using visual, event-driven development tools. Topics include: problem-solving logic and the application-development process; objects, properties, events, and methods; design of user interfaces, dialogs and menus; macros and modular procedures; object linking and embedding; accessing databases; object-oriented programming concepts; and emerging trends in end-user application-development. Prior programming experience is not required.

**MIS 574.**

**Information Technology and Business Process Reengineering 3**

(Prerequisite, MIS 504) Information technology (IT) makes possible new and radically different ways of performing busi-

ness functions. This course will address the ways in which information technology can be used by organizations to restructure and redesign business processes. The course contents include: analysis of core business processes and cross-functional integration, identification and evaluation of opportunities to apply IT to business processes, design and development of solutions to reengineer business processes, development of implementation plans, and analysis of the key implications of the plan in terms of costs and organizational changes. Students will analyze and discuss several cases involving the use of IT in reengineering.

**MIS 577.**

**Global Information Systems 3**

(Prerequisite MIS 504) This course examines the role of information systems and telecommunication technologies in managing international organizations. Topics include: impact of information technology at the functional level of multinational corporations; types of international information systems; organizing and managing international information systems; changes in telecommunication regulations; international standard setting organizations; building strategic alliances through information technology; and emerging information technology applications to understand and resolve issues raised by international trade and business. Students will discuss major cases that involve global information systems applications to multinational corporations.

**MIS 579.**

**Special Topics in Management Information Systems 3**

**MARKETING ELECTIVES**

**MKT 561.**

**Marketing Research 3**

(Prerequisite, MKT 506) Marketing Research is studied as the basis for decision making, for analysis of markets, and for evaluation of marketing strategies through systematic gathering of information and evidence. The foundations and

methodology of research, including behavioral sciences and multivariate analysis, are discussed. Research projects are conducted by the class participants and research applications to marketing problems are exemplified.

#### **MKT 562.**

#### **Promotion Management: Advertising and Selling 3**

(Prerequisite, MKT 506) A study of the promotion activities of business firms and institutions; analysis of audience behavior and motivation; communication through mass media and person-to-person interaction including advertising, personal selling, sales promotion, and publicity; the development of an integrated promotional strategy to generate sales and profits through informing, persuading, and activating middlemen and consumers.

#### **MKT 563.**

#### **International Marketing 3**

(Prerequisite, MKT 506) A study, of the managerial problems in international marketing, covering factors affecting international markets in different cultural areas of the world.

#### **MKT 564.**

#### **Consumer Behavior 3**

(Prerequisite, MKT 506) Study of the basic factors influencing consumer behavior with emphasis on managerial use of consumer decision making models from both economics and the social sciences.

#### **MKT 569.**

#### **Special Topics in Marketing 3**

### ***ECONOMICS AND FINANCE ELECTIVES***

#### **ECO 581.**

#### **Economics of Business Strategy 3**

(Prerequisite, ECO 507) This course provides an economic analysis of business strategies. Focusing on a firm's decision making, it analyzes vertical integration, economies of scale and scope, market structure and competition, strategic commitment, pricing rivalry, entry and exit, advertising, location, incentives, and the principal-agent problem.

#### **FIN 581.**

#### **Financial Institutions 3**

(Prerequisite, FIN 508) A detailed survey of the more important financial institutions of the United States in order to determine their functions and interrelations in the national economy. Monetary and fiscal policy. Material covered will assist the student to understand better the economic, social and political scene in America.

#### **FIN 582.**

#### **Advanced Financial Management 3**

(Prerequisite, FIN 508) A case oriented approach to financial decision making with emphasis on current management; capital budgeting, capital structure, mergers, and bankruptcy.

#### **FIN 583.**

#### **Investment Analysis 3**

(Prerequisite, FIN 508) A detailed study of the investment environment and the process of investment management. Topics covered include the study of equity and debt markets, options and futures markets, stock and bond valuation models, portfolio selection theory, bond portfolio management and the use of derivative securities for hedging risk.

#### **FIN 584.**

#### **International Finance 3**

(Prerequisite, FIN 508) A detailed survey of the financial decision process in multinational corporations. Topics include the international finance environment, foreign exchange markets, measuring and managing foreign exchange risks, financing the global firm, foreign investment decisions, managing multinational operations, and other advanced issues in multinational finance.

#### **FIN 585.**

#### **Derivative Securities 3**

(Prerequisite, FIN 508) The course develops the theory of option pricing based on the Black-Scholes model. It then applies these ideas to the use of options in investment strategies and in portfolio management. The students get hands-on experience with real-time data to assess the feasibility of various investment opportunities in options markets.

**FIN 586.**  
**Portfolio Theory** 3  
 (Prerequisite, FIN 508) The course develops the fundamental concepts of portfolio theory in the risk-return framework. Different analytical tools for risk management; optimization, duration, immunization, and portfolio insurance are considered. The students are required to construct and maintain a simulated portfolio using real data.

**FIN 589.**  
**Special Topics in Finance**

## ***ENTERPRISE MANAGEMENT TECHNOLOGY***

**MBA 510.**  
**Integrated Enterprise Management Systems** 3  
 This course overviews business processes across marketing, procurement, production and finance as one integrated customer-oriented value chain to be managed from the perspective of the overall enterprise. It examines the optimization of business processes and their integration through the effective deployment of enterprise systems technology such as SAP R/3.

**MBA 519.**  
**Special Topics in Enterprise Management Technology** 3

**MIS 548.**  
**Business Decision Support Systems** 3  
 (Formerly, OIM 548; prerequisite, OM 503 and MIS 504) This course introduces the student to the conceptual foundations, technological components, and organizational processes involved in building interactive computer-based systems to help decision-makers solve relatively unstructured problems. Topics include: Decision Support Systems (DSS) and Expert Systems (ES) architecture, tools for building DSS and ES, development of decision support and expert systems, and applications using DSS generators and ES shells.

**OM 545.**  
**Total Quality Management** 3  
 (Formerly OIM 545; prerequisite, OM 503 or consent of instructor) Total Quality Management (TQM) provides the means for the organization to define its culture and to support the constant attainment of customer satisfaction through an integrated system of tools, techniques, and training. Topic coverage focuses on applying various continuous improvement techniques such as statistical process charts and assessment frameworks (e.g., Deming's philosophy, Baldrige Criteria, ISO 9000) in order to achieve world class quality.

## ***MBA ELECTIVES***

**MBA 510.**  
**Integrated Enterprise Management Systems** 3  
 This course overviews business processes across marketing, procurement, production and finance as one integrated customer-oriented value chain to be managed from the perspective of the overall enterprise. It examines the optimization of business processes and their integration through the effective deployment of enterprise systems technology such as SAP R/3.

**MBA 519.**  
**Special Topics in Enterprise Management Technology** 3

**MBA 590** 1  
**Internship in Business Administration**  
 Individualized, supervised experience in a work setting, which relates directly to the student's MBA concentration. Work assignments are agreed upon by the sponsoring firm, the student and a faculty supervisor. The student must complete an academic paper upon completion of the internship experience. Students may enroll in a *maximum of two one-credit internships* in the MBA program.



# English

**Dr. Jones DeRitter**, Chair, English

Dr. John M. McInerney, Director of Graduate Program

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**Department faculty:** Professors - Rebecca S. Beal, Ellen M. Casey, Jones DeRitter, Daniel V. Fraustino, Michael Friedman, Leonard G. Gougeon, John M. Hill, John M. McInerney, Richard H. Passon, William V. Rakauskas, Stephen E. Whittaker;  
Associate Professors - Mary F. Engel, Francis X. Jordan, Carl Schaffer;  
Assistant Professors - Toni Glover, Michael Osteen, Joseph L. Quinn, S.J.;  
Lecturer - Richard Larsen.

The Department of English offers course work leading to a Master of Arts degree in English. In addition, course work is offered to support the curriculum leading to the degree of Master of Science in Secondary Education with specialization in English.

## ADMISSION REQUIREMENTS

The applicant must, prior to the start of his/her graduate program, possess a baccalaureate degree; must have completed on the undergraduate upper-division level a minimum of 18 semester hours in English; and must have a GPA of not less than 2.75 (of a possible 4.0) in his/her upper-division courses in English. An applicant to the master's program in English must submit a writing sample on a literary subject. It must be at least five pages in length and may be a paper completed as part of the applicant's undergraduate or other educational experience. Letters of recommendation should address the applicant's preparation to do graduate work in English Literature. Applicants are urged to submit scores from the GRE General Test and Subject Test in Literature. For certain applicants, the Director of the Graduate Program in English may require submission of these scores. A TOEFL score of at least 550 on the paper-based test or 213 on the computer-based test is required for international students whose native language is not English. For other application requirements see pages 11-16.

## MASTER OF ARTS IN ENGLISH

Candidates for the degree of Master of Arts in English may complete their program through a thesis or non-thesis option. Completion of the program through the thesis option is predicated upon the student's ability to secure the prior consent of a faculty member in the department to serve as the student's mentor for a thesis on a mutually agreed-upon topic.

**M.A. Thesis Program** The M.A. thesis program will require the student to complete successfully 27 credits in courses in English, as outlined below; pass an oral examination; and present a critical study (thesis) of no fewer than 12,000 words. The comprehensive examination for the M.A. (thesis) will be an oral examination, in which the candidate will defend his/her thesis and be questioned on literary material from the area of his/her thesis and two other major areas of English or American literature. The specific areas for each student's oral examination will be established by the student and his/her mentor, based on the thesis topic. A summary description of the procedure to be followed in the preparation and defense of theses can be obtained from the secretary of the English Department.

The only specific course requirements for the M.A. (thesis and non-thesis) are English 500: Introduction to Research (three credits) and English 564: Studies in Literary Theory

(three credits). The student must register for these courses in the first semester during which they are offered after the student has been accepted into the program. The remaining 21 hours of credit for the M.A. (thesis) are to be taken in courses approved by the student's mentor. These courses should be so chosen as to combine student interest in certain periods and genres, and coverage, both in range and depth, of the fields of British and American literature. The 33 credit hours necessary for the M.A. (thesis) are completed with the six hours granted for the thesis.

**M.A. Non-Thesis Program** The M.A. non-thesis program requires the student to complete successfully 33 credits in courses in English, including English 500 and English 564, and pass a written comprehensive examination. The examination, which is given several times a year, as scheduled by the Graduate Office, will be composed of three sections focusing on a single literary period, a specific genre over several periods, and one major figure. Students will choose their own periods, genres and major figures from lists of acceptable choices provided by the department, making sure that there is no overlap between the literary period and the major figure. Students should consult with the Director of the English Graduate Program after completing nine credits of graduate study in order to begin preparing for the examination. They should also apply at the Graduate Office to take the examination sometime during the year in which they expect to complete their degree requirements.

## CAPSTONE EXPERIENCE

The capstone experience for English M.S. candidates who choose the thesis option is the thesis itself; the capstone experience for candidates who choose the non-thesis option is the comprehensive examination. (The thesis and the examination are described above.)



*John M. McNerney, Professor of English and Director of the Graduate Program in English.*

## COURSE DESCRIPTIONS

### Credits

#### ENLT 500.

##### Introduction to Research 3

Course familiarizes students with the important research tools and methods of the discipline, as well as with more specialized references and procedures in the students' particular areas and periods of interest.

Reading and projects prepare students for large research projects, including the M.A. thesis and doctoral dissertation.

#### ENLT 501.

##### History of the English Language 3

An investigation of the principal phonemic, morphological, and orthographic changes governing the evolution of the English language from Anglo-Saxon times to the present; although the approach will be historical, due emphasis will be accorded the study of our language as a living cultural entity.

#### ENLT 505.

##### Modern Grammar in the English Curriculum 3

The theory of transformational grammar, studied against such other theories as prescriptivism, structuralism, and case grammar, in practical application to the high school and college English curriculum.

#### ENLT 506.

##### Composition in the English Curriculum 3

Designed for both high school and junior college English teachers, this course will review traditional composition programs and approaches, explore innovative programs and methods, and consider the place of composition in a variety of curricula.

#### ENLT 507.

##### Literature in the English Curriculum 3

In considering strategies for selecting, organizing, and teaching high school literature, this course will explore the central question of what a sequential, well-balanced, efficient program in literature should consist of. It will include adolescent literature, themes, genres, socio-political movements, thematic and short courses, autotutorial devices or systems, and inquiry methods.

#### ENLT 511.

##### Medieval English Literature 3

A critical study of the major literary works in English of the Middle Ages, from *Beowulf* through *Everyman*.

#### ENLT 512.

##### Introduction to Late Medieval Drama 3

An introduction to the drama which flourished in the late fourteenth and fifteenth centuries: the Corpus Christi cycle; morality plays such as *Everyman*, *Mankind*, *Castle of Perseverance*, and the saint's play. (Individual plays studied will change from year to year.)

#### ENLT 514.

##### Chaucer I: The Early Poems 3

Close study of Chaucer's poetry other than *The Canterbury Tales*, with particular emphasis on *Troilus and Criseyde*.

#### ENLT 515.

##### Chaucer II: The Canterbury Tales 3

A detailed examination of the general structure of *The Canterbury Tales* and of the individual tales, with attention to specialized critical tools and techniques and to various critical approaches to Chaucer.

#### ENLT 520.

##### Shakespeare and Other Elizabethan Dramatists I 3

A careful study of Shakespeare's plays written before 1600, together with selected plays of Marlowe, Kyd, Greene, and Preston.

#### ENLT 521.

##### Shakespeare and Other Elizabethan Dramatists II 3

A careful study of Shakespeare's plays written after 1600, together with selected plays by Jonson, Chapman, Dekker, Beaumont, Tourneur, Marston, Middleton, Massinger, Ford, Rowley and Webster.

#### ENLT 531.

##### Sixteenth-Century Literature 3

Poetry and prose of the English Renaissance, with special attention to the new birth of poetic form; examination in depth of the great poetic achievements of Sidney, Spenser, and Shakespeare.

- ENLT 532.**  
**Seventeenth-Century Literature** 3  
 A study in-depth of the major British authors of the seventeenth century other than Milton.
- ENLT 534.**  
**Milton** 3  
 An appreciation of John Milton as poet, critic, and innovator, together with a critical survey of the poet's sources, poetical works, and literary forms.
- ENLT 537.**  
**Restoration and Eighteenth-Century Drama** 3  
 An examination of the major developments in comedy, tragedy, and experimental dramatic forms on the English public stage between 1660 and approximately 1775. The reading list will include works by Wycherley, Etherege, Behn, Dryden, Otway, Congreve, Rowe, Addison, Steele, Gay, Lillo, Fielding, Sheridan, Goldsmith, and others.
- ENLT 538.**  
**Restoration and Eighteenth-Century Poetry** 3  
 An examination of the major developments in English poetry between 1660 and 1780, excluding Milton. The reading list will include works by Rochester, Dryden, Behn, Pope, Gay, Johnson, Gray, Collins, and Goldsmith, as well as lesser-known figures from this period.
- ENLT 539.**  
**The Eighteenth-Century British Novel** 3  
 An examination of the sources, primary texts, and sub-genres which combine to define the English novel and its audience during the eighteenth century. The reading list may include a few important precursors of the new form, as well as examples of realism, gothicism and sentimentalism. The specific works on the reading list will change each time the course is offered, but the following authors will be included with some regularity: Behn, Swift, Defoe, Richardson, Fielding, Smollett, Sterne, Radcliffe, Burney, Godwin, and Shelley.
- ENLT 540.**  
**Romantic Poetry and Criticism** 3  
 An examination of the poetry and critical writings of the major romantic poets. The aim is not an exhaustive survey but an intensive study of several of the following: Blake, Wordsworth, Coleridge, Byron, Shelley and Keats.
- ENLT 543.**  
**Victorian Poetry and Non-Fictional Prose** 3  
 An examination of Victorian poetry and non-fictional prose in the light of its social, political, and intellectual backgrounds. The aim is not an exhaustive survey but an intensive study of several of the following: Tennyson, Browning, Arnold, Pre-Raphaelites, Carlyle, Newman, Ruskin and Pater.
- ENLT 544.**  
**The Nineteenth-Century British Novel** 3  
 Readings in selected Victorian novels in the light of the social, political, and intellectual background of the age, with emphasis on the artistic development of the novel.
- ENLT 550.**  
**Studies in Modern Poetry** 3  
 An intensive study of trends and techniques in such major twentieth-century poets as Hopkins, Yeats, Auden, Dylan Thomas, Frost, Stevens and Eliot.
- ENLT 552.**  
**The Twentieth-Century British Novel** 3  
 Readings of selected twentieth-century novels in the light of the social, political, and intellectual background of the times. Such major British novelists of the century as Conrad, Joyce, D.H. Lawrence, E.M. Forster, Greene, Waugh, Virginia Woolf and Muriel Spark will be included.
- ENLT 554.**  
**Modern Drama** 3  
 The development of drama (Continental, British, Irish and American) from Ibsen to the present day. Among playwrights whose works will be read and studied are: Ibsen, Strindberg, Chekhov, Synge, Yeats, Shaw, Pinter, Brecht, Ionesco, Beckett, O'Neill, Shepard, Wasserstein and Wilson.



**ENLT 556.**  
**American Romanticism and Transcendentalism** 3  
 Studies in the major works of Cooper, Poe, Hawthorne, Emerson and Melville.

**ENLT 557.**  
**American Realism and Naturalism** 3  
 Studies in the major works of Twain, Crane, Norris, James and Howells.

**ENLT 559.**  
**The Twentieth-Century American Novel** 3  
 Modern American novels and short stories. The period from 1900 to the present will be covered, emphasizing such major figures as Fitzgerald, Hemingway, Faulkner, Steinbeck and Updike.

**ENLT 564.**  
**Studies in Literary Theory** 3  
 This course analyzes the derivation and methodology of the theories underlying contemporary practice. For historical perspective, we turn to Plato and Aristotle, and then to a survey of other major classical, renaissance, enlightenment, and 19th-century sources. Thence we examine 20th-century critical theories, namely: psychoanalysis, Marxism, feminism, formalism (new criticism), reader-response, structuralism, deconstruction, and cultural materialism (new historicism).

(N.B. Each of the following seminars will involve concentrated study of a single literary figure, movement, or genre. The particular subject of each seminar will vary each year.)

**ENLT 570.**  
**Seminar: Special Studies in English Literature** 3

**ENLT 571.**  
**Seminar: Special Studies in American Literature** 3

**ENLT 572.**  
**Seminar: Special Studies in Comparative Literature** 3

**ENLT 580.**  
**Afro-American Literature** 3

An introductory survey of Afro-American literature, stressing an in-depth examination of the works of Afro-Americans in poetry, song, drama, the novel, the essay, and the slave narrative. Emphasis will be placed on the relationship between the Afro-American experience and the African experience. The period covered is from the founding of the American nation to the present day.

**ENLT 598.**  
**Directed Study** 3

**ENLT 599.**  
**English: Thesis** 3-6

Students working on theses must register for this course. Six thesis credits are normally required for M.A. students. These may be taken all in one term or in two different terms.

# History

**Dr. Michael D. DeMichele**, Chair, History

Dr. Raymond W. Champagne, Director of Graduate Program

570-941-7428

<http://www.scranton.edu>

**Department faculty:** Professors - Raymond W. Champagne, Willis M. Conover, Michael D. DeMichele, Frank X.J. Homer; Associate Professors - Roy P. Domenico, Josephine M. Dunn, Robert E. Hueston, Lawrence W. Kennedy, Susan Poulson, Robert W. Shaffern; Assistant Professor - Lee M. Penyak

The Department of History offers course work leading to a Master of Arts degree in History.

## ADMISSION REQUIREMENTS

The applicant must possess the baccalaureate degree and should have completed 18 undergraduate credits in History. Applicants should have a GPA of not less than 2.75 (based on 4.0 scale) in their undergraduate program or have attained an acceptable score on the General Test of the GRE or an equivalent score in other nationally recognized tests.

## MASTER OF ARTS IN HISTORY

**The Program:** The Master of Arts in History requires the successful completion of 30 graduate credits. The only specific course requirement is History 500: Research Methods for Historians. The program focuses upon the history of the United States but students can devote some of their program to modern European and Latin American history through the judicious use of regular course work and independent study.

**A Thesis or Non-Thesis Program:** A thesis or non-thesis program for the M.A. degree is the option of the student. Both programs entail successful completion of 30 graduate credits, and a passing grade on a written comprehensive examination. The thesis program, however, requires the student to complete successfully 24 course credits and to prepare an acceptable thesis for which six credits will be granted. The student's mentor must approve the thesis topic, and a faculty panel must approve the thesis.

**Capstone Experience:** The capstone experience in the M.A. degree in History is a written comprehensive examination which students take after the completion of a minimum of 24 graduate credits. The examination is based upon the content of a student's course work and a list of topics in United States history. Those who do not pass the examination on the first attempt may take it a second time.

**Director:** Upon admission to The Graduate School in History, the student will be advised by the Director of the Graduate Program as to the selection of courses and, if appropriate, the choice of a thesis director.

## COMBINED B.A./M.A DEGREE PROGRAM

The Department of History offers a special program that enables the qualified student to obtain both a bachelor's and a master's degree, normally in five years. With judicious use of summer sessions and intersessions, some students complete the program in four years. 12 graduate history credits may be applied to satisfy the B.A. degree program requirements. Students may be conditionally admitted to the program upon the completion of 64 undergraduate credits or 27 undergraduate credits in history and the approval of the department and the deans of The College of Arts and Sciences and The Graduate School. (See page 13 for University stipulated requirements.) Students already enrolled at the University and transfer students may enter the program on a conditional basis up to the end of the second year of studies with the same approval mentioned above.

A student must have an excellent GPA in all courses and have three letters of recommendation, including at least one from one of his/her history professors, in order to be considered for admission to the combined B.A./M.A. program.

Students enrolled in the combined B.A./M.A. Degree Program are required to complete all other degree requirements specified in the catalogs of both The College of Arts and Sciences and The Graduate School of The University of Scranton.



*Raymond W. Champagne, Professor and Director of the Graduate Program in History.*

# COURSE DESCRIPTIONS

*Credits*

**HIST 500.**  
**Research Methods for Historians 3**  
A study of the research methodology used by historians in gathering, assessing, synthesizing and documenting historical evidence, and in putting together patterned, coherent accounts of past events based on that evidence.

**HIST 505.**  
**America: From Province to Nation, 1750-1787 3**  
An examination of the process by which the American colonies became independent states and subsequently a cohesive nation.

**HIST 510.**  
**The Shaping of the American Nation, 1789-1815 3**  
A study of American politics and diplomacy from the adoption of the Federal Constitution to the close of the War of 1812.

**HIST 514.**  
**The Rise of American Democracy, 1815-1845 3**  
An examination of American history from the "Era of Good Feelings" to the presidency of James Polk, with special emphasis on the administration of Andrew Jackson and the development of mass political parties.

**HIST 515.**  
**America's Immigration Experience 3**  
An in-depth look at the immigration and Americanization of selected ethnic groups in U.S. Society.

**HIST 518.**  
**The Local Ethnic Experience 3**  
Immigration to America, early ethnic groups in Northeastern Pennsylvania, coal mining in the anthracite belt.

**HIST 520.**  
**American Expansionism 3**  
A study of the expansionist instinct in U.S. foreign policy from the Revolutionary days to modern times.

**HIST 530.**  
**America's Response to Industrialism 3**  
A study of the transformation of American society and politics in the late nineteenth and early twentieth centuries. Topics include urbanization; labor and reform movements; Bryan, Roosevelt and Wilson; the impact of World War I, woman suffrage, nativism and social change in the 1920's.

**HIST 533.**  
**History of American Women in the Twentieth Century 3**  
This course shall review the history of American Women and the ideology of gender during the past century. In addition to brief lectures on broad trends in a particular era, there will be a heavy emphasis on student reading, discussion and historiographical analysis.

**HIST 535.**  
**Twentieth-Century America 3**  
A study of the Great War, the Twenties, the Depression, World War II, the ColdWar, and the emergence and erosion of national consensus.

**HIST 538.**  
**Recent U.S. History 3**  
A study of American society during the past thirty years. Focus on such topics as the Cold War, the Vietnam War, the student counter-culture movement, Watergate, and the conservative response to these developments.

**HIST 541.**  
**The American Image: Art, Technology and Society in the U.S., 1670-1970 3**  
A survey of artistic developments in America from the seventeenth through twentieth centuries examining the ways in which changing concepts of society, technology and environment have contributed to the distinct forms of American art, history and culture.

**HIST 545.**  
**Pivotal Elections in History 3**  
An examination of the more significant and interesting presidential elections in the history of the United States.



- HIST 546.**  
**History of American West** 3  
 A study of the acquisition, settlement, and development of the Trans-Mississippi West, including the mining, cattlemen's and farmers' frontiers; Indian removal; and Manifest Destiny in Texas and Oregon. Particular attention will be paid to the importance of the American West in the development of American culture.
- HIST 548.**  
**Seminar in American History** 3  
 An analysis of selected topics in American history from the Colonial era to the present.
- HIST 555.**  
**The Soviet Achievement** 3  
 An analysis of the social, cultural, economic and political accomplishments of the U.S.S.R.
- HIST 560.**  
**Modern Germany** 3  
 A detailed study of modern Germany from the formation of the German Empire to the demise of Adolf Hitler and the reconstruction of Germany after World War II.
- HIST 565.**  
**French Revolution and Napoleon** 3  
 A study of the causes and results of the French Revolution and the Age of Napoleon and its legacy.
- HIST 570.**  
**Anatomy of Modern Europe** 3  
 An analysis of the major institutions, problems and accomplishments of Europe since the end of World War II.
- HIST 571.**  
**The Modern Era: Art, Technology and Society in the U.S., 1850-1970** 3  
 A survey of artistic developments in Europe and the United States from the mid-nineteenth century through the decades following World War II. Reasons for the development of these styles, as well as the ways in which they reinvented or rejected the traditions of the past, will be considered.
- HIST 575.**  
**Military Power in the Twentieth Century** 3  
 A study of the role of military force in international relations and the impact of the military and war upon domestic society in modern times.
- HIST 578.**  
**Seminar in European History** 3  
 An analysis of selected topics in European History from the nineteenth century to the present.
- HIST 598.**  
**Directed Study** 3  
 Allows the student to pursue a topic of special interest under the direction of a faculty member.
- HIST 599.**  
**History: Thesis** 6  
 Students working on theses must register for this course.

# Chemistry, Biochemistry, Clinical Chemistry

**Dr. David E. Marx**, Chair, Chemistry

Dr. Christopher Baumann, Director of Graduate Programs

570-941-6389 • cab302@scranton.edu

**Department faculty:** Professors - Christopher Baumann, Michael C. Cann, Trudy A. Dickneider, Joe A. Vinson; Associate Professors - David E. Marx, Donna M. Narsavage-Heald, Joan M. Wasilewski; Assistant Professors - Timothy Foley, David A. Rusak.

The Department of Chemistry offers Master of Arts and Master of Science degree programs in Chemistry, Biochemistry, and Clinical Chemistry.

## CHEMISTRY AND BIOCHEMISTRY PROGRAMS

The Master of Arts program is a thesis-degree program that is directed toward subsequent work for the doctoral degree and an important preparation for research activity in industry or elsewhere. Its requirements include 30 credit hours of classroom courses and independent research under the direction of a faculty member. Usually six of the 30 credits are devoted to the thesis research.

Master of Science programs are offered in Chemistry and Biochemistry. The M.S. is usually a terminal degree intended to upgrade the student's professional competency and capabilities for work in industry or secondary education. 30 credit hours of classroom work are required.

**Admission Requirements:** Applicants for the Master of Arts or Master of Science programs in Chemistry or Biochemistry must possess, or be in close proximity to possessing, a baccalaureate degree which includes full-year courses in General and Analytical Chemistry, Organic Chemistry, Physical or Biophysical Chemistry, General Physics, and Mathematics through Integral Calculus. Applicants for the Master's degree in Secondary Education that is correlated with Chemistry must have, beside the baccalaureate degree, at least a full year of General and Analytical Chemistry, College Physics and Mathematics. A GPA of 2.75 is required both overall and in the science courses.

Certain of these requirements may be waived at the discretion of the department chair. Students with limited undergraduate course deficiencies may be admitted with the approval of the Chemistry faculty on condition that such deficiencies are corrected concurrently with their initial graduate course.

**Course Requirements:** Core courses are those, within each program, that are required of all candidates. Since these are the fundamental courses that form the basis of the comprehensive examinations, it is essential that they be taken first in any candidate's program before any electives.

Core courses for the M.A. and M.S. degrees in Chemistry are:

- CHEM 530 Structural Organic Chemistry
- CHEM 531 Mechanistic Organic Chemistry
- CHEM 540 Advanced Inorganic Chemistry

- CHEM 562    Advanced Quantum Chemistry
- CHEM 563    Advanced Thermodynamics and Equilibrium
- CHEM 570    Advanced Analytical Chemistry
- CHEM 571\*   Analytical Methods

\*May be waived for those individuals who have previously taken an equivalent instrumental analysis laboratory course.

Core courses for the M.A. and M.S. degrees in Biochemistry are:

- CHEM 531    Mechanistic Organic Chemistry
- CHEM 550    Biochemical Structure and Function
- CHEM 551    Biocatalysis and Metabolism
- CHEM 563    Advanced Thermodynamics and Equilibrium
- CHEM 570    Advanced Analytical Chemistry
- CHEM 571\*   Analytical Methods

\*May be waived for those individuals who have previously taken an equivalent instrumental-analysis laboratory course. With permission, CHEM 560-561 may be substituted for CHEM 563 for those with a less complete background.

## CLINICAL CHEMISTRY PROGRAM

The Clinical Chemistry program is designed to provide advanced scientific and management training to prepare participants for leadership positions in hospital, industrial, or other private analytical laboratories. The program has two tracks: Research and Administration. The Research track is designed for students who wish to emphasize development of research capabilities. This track requires completion of a research thesis and leads to the M.A. degree. The Administration track is designed for students who wish to combine their scientific training with some exposure to matters of administration in health/medical/laboratory environments; this track leads to the M.S. degree. Both tracks require a minimum of 36 graduate credits.

**Admission Requirements:** Applicants for the program will normally have a bachelor's degree in Chemistry, Biochemistry, Biology, or Medical Technology. Other undergraduate degrees may be acceptable if appropriate background courses in the sciences have been taken. The undergraduate transcripts of all applicants will be examined to determine if there are any deficiencies in background courses.

An undergraduate GPA of at least 2.75, for all courses combined as well as for science courses, is expected for admission to the program.

**Course Requirements:** The following courses, 27 credits in all, are required of all students in the Clinical Chemistry program:

- CHEM 531    Mechanistic Organic Chemistry
- CHEM 550    Biochemical Structure and Function
- CHEM 551    Biocatalysis and Metabolism
- CHEM 554    Biochemistry of Disease
- CHEM 555    Chemical Toxicology
- CHEM 556    Clinical Quality Control
- CHEM 565    Instrumental Electronics
- CHEM 570    Advanced Analytical Chemistry
- CHEM 571    Analytical Methods

While registered for CHEM 556, the student will participate in a clinical affiliation. This course will ordinarily be taken as the last course in the student's program.

Students take nine elective credits. Electives may be taken from any of the following categories:

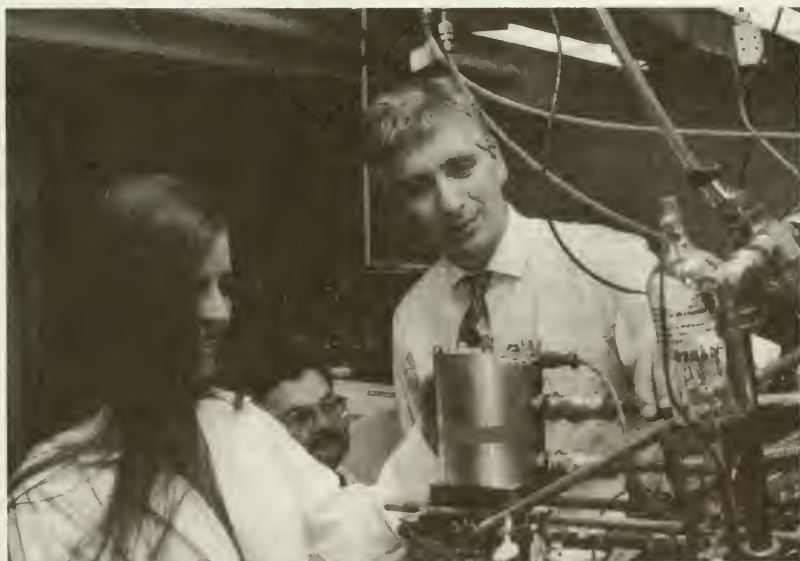
**Thesis:** Students in the Research track will take two to six credits of thesis work (CHEM 599). The number of thesis credits will be determined in consultation with the student's mentor, depending on the scope of the thesis project. Normally, six thesis credits are devoted to the project.

Students in the Administration track should take HAD 500, Health Care Organization and Administration, plus two additional three-credit courses in Health Administration (HAD) or Human Resources Administration (HRA), chosen after consultation with their mentor and the Director of the HRA or HAD program.

**Other Chemistry courses:** Students may select other graduate courses offered by the Chemistry department, in consultation with their mentor, to complete their electives. Of special interest in this category are the following: CHEM 553, Enzymology, and CHEM 572, Applied Spectroscopy.

## CAPSTONE EXPERIENCE

The capstone experience for students seeking the Master of Arts degree consists of a comprehensive examination and research which culminates in the writing and defense of a thesis. For students seeking the Master of Science degree, the capstone experience is the comprehensive examination. Both of these experiences are described below.



*Christopher Baumann, Professor of Chemistry and Director of the Graduate Programs in Chemistry, Biochemistry and Clinical Chemistry.*



## **THESIS**

M.A. candidates in Chemistry, Biochemistry, and Clinical Chemistry are required to do independent research and write a thesis.

Early in the program, each student should choose a research director, decide with him/her on a project. Then two readers should be chosen and a proposal prepared for the research project. This proposal should be presented to the thesis committee consisting of the research director and the two readers. When the project proposal is approved the student should progressively carry out the necessary laboratory experimentation. When the work is complete, it must be reported in a thesis which is publicly defended before the Chemistry Department. The credits awarded for the thesis (CHEM 599) can vary from two to six, depending on the needs of the student.

## **COMPREHENSIVE EXAMINATION**

Candidates for the M.A. or M.S. degrees in Chemistry, Biochemistry, and Clinical Chemistry must pass a comprehensive examination, based on the core courses required in the respective programs. The comprehensive examination is normally taken after the core courses have been completed. Students who do not pass the comprehensive examination on the first attempt will be allowed to take the entire examination a second time. Students failing the comprehensive examination for the second time will not be considered for the degree.

## **COMBINED B.S./M.A. OR M.S. DEGREE PROGRAM**

The Chemistry department offers outstanding undergraduate students in the Chemistry and Biochemistry majors the opportunity to earn both a bachelor's and a master's degree through the Combined Baccalaureate/Master's Degree Program under the conditions on page 13 of this catalog.

## **GRADUATE ASSISTANTSHIPS**

Each year approximately 20 students in the Chemistry programs hold graduate assistantships. Some of these are in the Chemistry Department, some are in other departments (such as Biology). GA's in the Chemistry Department must be in the M.A. (thesis) program. They are responsible for conducting undergraduate laboratory sections during the two regular semesters. Responsibilities of GA's assigned to other departments vary, depending on the level of the assistantship and department needs; and they may be in either the M.A. or M.S. program. A graduate assistant receives a stipend and is eligible for a tuition scholarship. Application for all assistantships must be made through The Graduate School by March 1. Contact The Graduate School for information about current stipend levels.

## COURSE DESCRIPTIONS

### *Credits*

#### **CHEM 530.**

##### **Structural Organic Chemistry 3**

A discussion on an advanced level of the most important features of structural theory, such as stereochemistry aromaticity, resonance and modern methods of structural determination. Applications of Woodward-Hofmann theory are also discussed.

#### **CHEM 531.**

##### **Mechanistic Organic Chemistry 3**

A consideration of the most important means of determining the detailed pathways of organic reactions. Substituent effects on rates of reactions are discussed. Mechanisms proceeding via polar, nonpolar and radical intermediates, including some biochemical reactions, are considered.

#### **CHEM 532.**

##### **Theoretical Organic Chemistry 3**

(Prerequisite, CHEM 531) A study of methodology of determining the relationship of structure to reactivity, the mechanisms of important reaction types and the factors that can influence rates and pathways.

#### **CHEM 533.**

##### **Heterocyclic Chemistry 3**

(Prerequisite, CHEM 531) An introductory survey of the structure and reactivity of important types of heterocyclic compounds.

#### **CHEM 540.**

##### **Advanced Inorganic Chemistry 3**

Theoretical concepts and their application to the reactions and structure of inorganic compounds. Introduction to coordination chemistry. Coordination chemistry and related topics; physical methods, reaction mechanisms.

#### **CHEM 541.**

##### **Bioinorganic Chemistry 3**

A study of the biological role of inorganic complexes and ions with particular attention paid to pumps and transport proteins, metalloenzymes, acid-base reactions,

redox reactions dependent upon electron transfer, oxygen carriers, nitrogen fixation, and photochemically induced electron transfer.

#### **CHEM 550.**

##### **Biochemical Structure and Function 3**

Survey of the structure and function of biological macromolecules including proteins, carbohydrates, lipids, and nucleic acids. Introduction to chemical aspects of molecular biology, including DNA replication, gene regulation and protein synthesis.

#### **CHEM 551.**

##### **Biocatalysis and Metabolism 3**

A study of the metabolism of carbohydrates, lipids, proteins and nucleic acids. Introduction to enzyme kinetics and enzyme mechanisms.

#### **CHEM 552.**

##### **Biochemical Genetics 3**

Chemical aspects of cell biology and genetics. Topics include an introduction to the theories of heredity, structure of DNA and RNA, DNA replication, prokaryotic and eukaryotic gene regulation, translation and DNA technology.

#### **CHEM 553.**

##### **Enzymology 3**

A course on the chemical nature of enzymes with relation to mechanisms of enzyme action and kinetics. Purification and identification of enzymes and isozymes. Biochemical and physiological aspects of enzymes in living systems.

#### **CHEM 554.**

##### **Biochemistry of Disease 3**

A molecular description of pathological conditions in humans. Emphasis is placed on the effects of various disease states on metabolism. Diagnostic techniques and therapeutic approaches are also discussed.

#### **CHEM 555.**

##### **Chemical Toxicology 3**

The nature, mode of action and methods of counteracting substances which have an adverse effect on biological systems, especially human. Medical, industrial, environmental and forensic aspects will be discussed.

**CHEM 556.****Clinical Quality Control 3**

A study of the design and operation of a quality control program in a clinical laboratory. The course will include all those actions necessary to provide adequate confidence that test results satisfy given requirements and standards. Such areas as statistics, patient preparation, specimen integrity, external proficiency control, internal quality control, analytical goals and laboratory management will be covered. (Enrollment limited to Clinical Chemistry majors.)

**CHEM 560.****Introduction to Thermodynamics 3**

A review of the fundamentals of thermodynamics and kinetics.

**CHEM 561.****Introduction to Quantum Chemistry 3**

An introduction to quantum theory, with applications in spectroscopy and statistical mechanics.

**Chem 562.****Advanced Quantum Chemistry 3**

Quantum mechanics and quantum chemistry, including perturbational theory, vari-

ational theory and specific applications of molecular orbital theories to organic molecules. Spectroscopic applications.

**CHEM 563.****Advanced Thermodynamics and Equilibrium 3**

A comprehensive treatment of thermodynamics, including electrochemistry, thermochemistry and chemical equilibrium. Some introduction to the concepts of statistical mechanics and their application to thermodynamics will also be given.

**CHEM 564.****Polymer Chemistry 3**

Introduction to the physicochemical aspects of polymers; emphasis on structure, properties and application; thermodynamics of polymer solutions; statistical mechanical consideration of polymers, theories of rubber elasticity.

**CHEM 564L.****Polymer Chemistry Laboratory 1.5**

(Pre or co-requisite, CHEM 564) Laboratory experiments investigate syntheses and characterization methods for polymers, structure-property effects, and thermal analysis of polymers. (Lab fee: \$40/cr.)



*Donna M. Narsavage-Heald, Associate Professor of the Department of Chemistry*

<b>CHEM 565.</b>	
<b>Instrumental Electronics</b>	<b>3</b>
An introduction to analog and digital electronics and microcomputers involved in computer automated laboratory instrumentation, including programming and interfacing required for laboratory data acquisition and control.	
<b>CHEM 570.</b>	
<b>Advanced Analytical Chemistry</b>	<b>3</b>
Theory, description, and application of modern analytical techniques with emphasis on spectroscopy, potentiometry chromatography, electrochemistry, and radiochemistry.	
<b>CHEM 571.</b>	
<b>Analytical Methods</b>	<b>3</b>
Laboratory practice with special and analytical apparatus and methods used for process and control, and for research. (Lab fee: \$40/cr.)	
<b>CHEM 572.</b>	
<b>Applied Spectroscopy</b>	<b>3</b>
The use of ultraviolet, visible spectroscopy, infrared spectroscopy, nuclear magnetic resonance spectroscopy and mass spectroscopy as tools for the identification of organic compounds. The course will include laboratory work using these instruments.	
<b>CHEM 573.</b>	
<b>Electro-Analytic Chemistry</b>	<b>3</b>
Theory and application of potentiometry, polarography amperometry, coulometry, and other analytical methods.	
<b>CHEM 584.</b>	
<b>Special Topics</b>	<b>Variable</b>
Current topics in chemistry, biochemistry or clinical chemistry offered by members of the Department.	
<b>CHEM 590.</b>	
<b>Seminar</b>	<b>1</b>
Current topics in chemistry and biochemistry are prepared and presented by the students.	
<b>CHEM 599.</b>	
<b>M.A. Thesis</b>	<b>2-6</b>



# Software Engineering

**Prof. Richard Plishka**, Chair, Computing Sciences

Dr. Yaodong Bi, Director of Graduate Program

570-941-6108 • [biy1@scranton.edu](mailto:biy1@scranton.edu)

<http://www.cs.scranton.edu>

**Department faculty:** Professor - John A. Beidler, C.D.P.; Associate Professors - Yaodong Bi, Robert McCloskey, Richard Plishka, James R. Sidbury, Charles E. Taylor, C.D.P.; Assistant Professor - Paul M. Jackowitz, C.D.P., C.C.P.

Software engineering deals with the application of principles to the analysis, design, construction, and maintenance of computer software and its documentation. This master's degree program seeks to develop professionals who are knowledgeable about and skilled in the application of those principles. Software engineering is a relatively new field within the computing sciences, but one that is viewed as a crucial evolution as software proliferates and organizations become increasingly dependent on software both for routine operations and new developments.

The Master of Science in Software Engineering (MSSE) program requires 36 graduate credits, divided as follows:

**Fundamentals** - four courses, 12 credits:

SE 500, 501, 504, and 507

**Advanced courses** - six courses, 18 credits:

SE 510, 524, plus four elective courses

**Thesis project** - two courses, six credits:

SE 598, 599

Certain undergraduate background may be required, depending on the student's previous training. See Admission Requirements (item 4) below for a description of the required background for the program.



*Yaodong Bi, Associate Professor of Computing Sciences and Director of the Software Engineering program.*

## ADMISSION REQUIREMENTS

The following are the normal admission requirements for the program. In making an admission decision, all of the information about an applicant will be viewed *in combination*. No single factor among those listed below will either qualify or disqualify an individual for admission to the program.

1. A bachelor's degree from an accredited institution with a minimum grade average of 3.0 (based on a scale of 4.0). Official transcripts of previous academic work must be submitted. A bachelor's degree in computer science is preferred, but not required. At least one year's experience in software development is highly desirable.

2. Scores from either the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE): General Test must be submitted. Information regarding when these tests are administered may be obtained from the Graduate Office. Generally the test must be taken no later than January in order to meet the March 1 application deadline.

3. Three letters of recommendation from professionals familiar with the software development work of the candidate. Letters from current and former professors who can comment on the candidate's technical expertise are acceptable.

4. Demonstrable knowledge equivalent to undergraduate courses in:

- a. Structured programming in a block structured language (Ada, Pascal, . . .).
- b. Operating systems.
- c. Discrete mathematics.
- d. Data structures.
- e. File Processing.

Students lacking such background but otherwise highly qualified for admission may be admitted on condition that certain undergraduate courses in the above areas be completed.

If a student is lacking background in one or more of areas (a), (d), and (e) listed above, the student may be permitted to take SE 597 to fulfill the background requirement.

5. A TOEFL score of at least 550 on the paper-based test or 213 on the computer-based test is required for international students whose native language is not English.

6. A one- or two-paragraph statement of objectives and expectations in enrolling in the program. This statement should be submitted along with the Application for Admission to the program.

7. Students will be admitted for entrance only in the fall term. (All application materials, as specified above, should be in the Graduate Office by March 1 preceding the fall term in which the student wishes to begin study.)

## CAPSTONE EXPERIENCE

Each student is required to complete a thesis project; this is normally done during his/her last year in the program. A faculty member works with the student as the project advisor and at least one other faculty member must read and approve the student's thesis report. A thesis project normally involves the design and implementation of a software system and it requires the use of tools, techniques, and theory learned from previous courses. The student is required to defend his/her thesis publicly. Six credits are awarded for the thesis project via the two-semester course sequence SE 598 and SE 599.

## COMBINED B.S./M.S. DEGREE PROGRAM

A Computer Science (CS) or Computer Information Systems (CIS) undergraduate student may apply for the Combined Baccalaureate (in CS or CIS)/Master's Degree in Software Engineering Program hosted by the Department of Computing Sciences. Qualified students would be able to earn both the baccalaureate and master's degrees, normally, in a total of five years of study. Interested undergraduate students should contact the Software Engineering Program Director during the first semester of their junior year of study.

# COURSE DESCRIPTIONS

## Credits

### SE 500.

#### Mathematics for Software Engineering 3

(Prerequisite, admission to the program)

This course introduces the student to software engineering and formal foundations. Terminology and definitions are introduced. Topics include an overview of software engineering, mathematical foundations of software engineering, set theory, predicate calculus, first and second order logic, temporal logic, finite state machines, etc.

### SE 501.

#### Introduction to Software Development 3

(Prerequisite, admission to the program)

Introduction to the programming environment that will be used throughout the entire program. Review of common data structures: stacks, queues, linked lists, etc. Introduction to other data structures: graphs, B-trees, etc.

### SE 504.

#### Formal Methods and Models 3

(Prerequisite, SE 501) This course addresses issues concerning the production (and life) of quality software throughout the software life cycle; limitations of *verification and validation*; quality assurance; proof of correctness methods; technical reviews; testing.

### SE 507.

#### Requirements Analysis and Software Specification 3

(Prerequisite, SE 500) Exploration of two interrelated subjects of software life-cycle-process; requirements and their specifications. Topics: Requirements analysis techniques, interview process, prototypes, types of requirements (functional, nonfunctional, reliability, quality, security, etc.), traceability, languages of specification (axiomatic, algebraic, finite state machine, abstract, operational, concurrency).

### SE 510.

#### Principles and Applications of Software Design 3

(Prerequisite, SE 507) The design of large software systems is an important activity of the software engineer. Topics include: abstraction, information hiding, modularity. Object design methods, data abstraction methods, interactive enhancement, data flow, program design languages. Design verification, user interfaces, distributed systems, realtime systems, etc.

### SE 515.

#### Software Generation and Maintenance 3

(Prerequisite, SE 501) Maintenance accounts for about 70% of the software system life cycle. Designing new *maintainable* software systems is as important as dealing with existing *non-maintainable* ones. Topics include: writing reusable software components, automatic code and application generators and their limitations, regression analysis, reverse engineering, etc.

### SE 516.

#### Engineering of Software Systems 3

There is a parallel between hardware system engineering and software systems engineering. Several issues are relevant to both and in many cases they interact with each other. Topics include: system specification and design, interfaces with hardware and software systems, human interfaces, system integration, documentation, training, overall requirements, and requirements gathering.

### SE 521.

#### Database Systems 3

(Prerequisite, SE 507) A study of database systems and their design and implementation. Topics include: security, query analysis and optimization, database systems requirements analysis, specification and implementation, etc.

### SE 522.

#### Cost Collection and Analysis Metrics 3

(Prerequisite, SE 510) This course explores the concepts and theories of cost estimation

and how they relate to all aspects of the software life cycle. What to measure and why. Where to measure and how. Relationship to risk analysis, project management, etc.

**SE 524. Software Project Management 3**

(Prerequisite, SE 510) Software system development; project development; budget and human factors. Relationship between quality assurance, communication management and project documentation. Ethical and security issues.

**SE 532. Interactive and Time Critical Systems Design 3**

(Prerequisites, SE 507 and 510) Real-time and embedded software systems development present a whole different set of variables to the software engineer. This course focuses on a number of design, development and maintenance techniques for this type of system. Topics include data acquisition and generation, system design strategies, testing constraints, verification, etc.

**SE 533. CASE Tools 3**

(Prerequisite, SE 524) Study and use of several CASE tools. CASE tools integration, choosing the tools for a particular environment.

**SE 592. Directed Study Variable 1-3**

**SE 594F. Computer Science Fundamentals I 3**

**SE 595F. Computer Science Fundamentals II 3**

(Prerequisite, admission to the program, ability to program and sufficient mathematics background such as calculus.) SE 594 and SE 595 are sequential special topics courses designed for students who have been admitted to the software engineering graduate program but do not possess a formal background in essential computer science topics. These topics include programming fundamentals, advanced data structures and algorithms, software design and construction, and computer systems. Emphasis will be on programming skills and fundamentals of computer systems. At least one high-level programming language will be used extensively in the course. (These two courses do not count toward the 36 credits required for the degree.)

**SE 598. Project Analysis & Design 3**

**SE 599. Project Implementation and Evaluation 3**

(Prerequisite, having passed all required courses) SE 598 and 599 is a two-semester sequence in which students are expected to undertake a software thesis project which requires the use of tools, techniques and theory learned from previous courses. It will be strongly recommended that thesis projects be developed in teams.



# Physical Therapy

**Dr. Edmund M. Kosmahl**, Chair, Physical Therapy  
570-941-7499

<http://www.scranton.edu>

**Department faculty:** Professors - Edmund M. Kosmahl, Gary E. Mattingly;  
Associate Professor - John P. Sanko; Assistant Professors - Renee M. Hakim,  
Marybeth Grant-Beuttler, Peter M. Leininger; Lecturer - Tracey Collins.

The University offers a Master of Physical Therapy (MPT) degree program. Most students begin this program as freshmen, proceed through five years of study, and receive the MPT degree upon completion of graduate requirements. Applicants with previous college experience are considered for transfer into the Physical Therapy major. Students are expected to maintain a 2.5 GPA for each semester of their freshman year, 2.75 GPA for each semester of their sophomore year, 2.85 cumulative GPA for their junior year, and a 3.0 cumulative GPA for their senior year. Students maintaining this expectation are admitted to The Graduate Program in their fifth year and are expected to achieve a minimum 3.0 GPA for the fall term of their graduate year. No new students are admitted to the program in this fifth year.

During a Physical Therapy student's matriculation through the five-year MPT program, there are three segments composing the capstone experience: in the fifth year, a comprehensive examination (fall term), student research projects (fall term) and the final clinical internship (spring term). All three segments provide the student with a comprehensive experience that draws upon all course work completed.

Since students are admitted to the Physical Therapy program as freshmen and the majority of their course work is taken while they are undergraduates, the Physical Therapy program is described in The University of Scranton's undergraduate catalog rather than in this graduate catalog. Inquiries about admission to the MPT program should be directed to the undergraduate Admissions Office: 570-941-7540.



*The Graduate School staff with Physical Therapy students.*

# Theology

**Dr. E. Springs Steele**, Chair, Theology/Religious Studies

Dr. Charles R. Pinches, Director of Graduate Program

570-941-4302 • [pinchesc1@scranton.edu](mailto:pinchesc1@scranton.edu)

<http://www.scranton.edu>

**Department faculty:** Professors - J. Brian Benestad, Susan Fournier Mathews, Charles R. Pinches, E. Springs Steele; Associate Professors - John Begley, S.J., Stephen J. Casey, Mary Anne Foley, C.N.D., Brigid Curtin Frein, Maria Poggi Johnson, Thomas F. Sable, S.J., Marc B. Shapiro; Assistant Professor - Scott Bader-Saye; Instructor - Kelli S. O'Brien.

The Master of Arts program in theology is designed to provide for serious academic study of theological topics, both historical and contemporary. The program assumes that students have a reasonable foundation in theological study and the humanities, as described below, as well as an aptitude and interest for more advanced study. The program should be of interest to clergy and religious, to teachers, and to lay persons of any denominational background.

## ADMISSION REQUIREMENTS

Applicants must possess a baccalaureate degree from an accredited institution and have a solid background in the humanities. Such a background would almost certainly be assured with at least nine credits in philosophy and 15 credits in theology/religious studies. However, other combinations of credits may be satisfactory. Students who lack the necessary undergraduate preparation but otherwise show promise of success in the program may be provisionally accepted, contingent on completion of certain undergraduate courses. An undergraduate GPA of at least 2.75 (4.00 scale) is expected. Scores from standardized graduate admissions tests are not uniformly required but may be requested in certain cases. For the normal Graduate School practices in processing and classifying applications, see pages 11-16 of this catalog.



*Charles R. Pinches, Professor of Theology and Director of the Graduate Program in Theology.*

## PROGRAM REQUIREMENTS

The Master of Arts in theology requires completion of 30 credits of graduate study.

**Core requirements.** The following five courses are required of all students:

Old Testament Exegesis: T/RS 500

New Testament Exegesis: T/RS 501

Moral Theology: One of the following: T/RS 540, 541, 542, 543

Systematic Theology: One of the following: T/RS 535, 552, 553, 554 or  
a special-topics course in a systematic area.

History: One of the following: T/RS 521, 536, 537 or a  
special-topics course in a systematic area

**Electives.** Students take 15 elective credits. In the thesis option, nine credits are taken in courses and six credits are devoted to the thesis. In the non-thesis option, all 15 credits are taken in courses. Selection of courses for the elective part of the program should be made in consultation with a faculty mentor. By judicious selection of courses, students may form a concentration in such areas as Eastern Christian Studies, Scripture, or other areas.

**Capstone Experience:** As a final requirement, all students must complete a capstone experience prior to graduation. To fulfill this capstone requirement, the student may select a thesis or non-thesis option.

Under the *thesis* option, after having completed 24 hours of course work the student devotes his or her final six hours to the thesis. The thesis will constitute the student's capstone experience in the program. It should be a critical study consisting of no less than 12,000 words, completed under the direction of a faculty mentor. Upon approval of the thesis by the faculty mentor and other designated thesis readers, the student will defend the thesis at a public oral defense.

Under the *non-thesis* option, the student completes all of the required 30 hours of course work. In his or her last semester, or subsequently, the student takes a comprehensive examination, which serves as a capstone experience. The examination is a three-hour written examination testing the student's comprehensive understanding of the theology he or she has studied.

# COURSE DESCRIPTIONS

*Credits*

## **T/RS 500.**

### **Old Testament Exegesis 3**

An introduction to the primary methods and problems of Old Testament interpretation focusing on the contents, historical background and theological import of major passages. Among the specific topics studied will be source, form and redaction criticism as well as more recent approaches to the text, such as structuralist exegesis, narrative and feminist criticisms.

## **T/RS 501.**

### **New Testament Exegesis 3**

An introduction to the primary methods and problems of New Testament interpretation focusing on the contents, historical background and theological import of major passages. Among the specific topics studied will be form and redaction criticism along with recent critical approaches to the text such as structuralist exegesis, narrative and feminist criticisms.

## **T/RS 516.**

### **Theology of John 3**

This course is designed to introduce the student to the Johannine corpus, especially the Gospel of John. Theological, literary, and historical characteristics will be emphasized in the examination of key narratives. Knowledge of New Testament Greek is encouraged, but not necessary.

## **T/RS 521.**

### **The Church from Medieval to Modern Times 3**

A survey of the development of Christian life and thought from the Middle Ages through the Renaissance, Reformation, development of the New World, the industrial revolution and the 20th century.

## **T/RS 524.**

### **Jews and Christians 3**

Through close attention to ancient and contemporary texts, this course examines the basis of Christian anti-Judaism and explores post-Vatican II efforts to move beyond polemic to dialogue. Drawing on both Jewish and Christian sources, students will investigate the common theological roots and shared understandings of both traditions.

## **T/RS 525.**

### **Roman Catholicism Today 3**

An overview of four significant areas of contemporary Roman Catholicism: its historical side, world view, ritual and ethics, and contemporary trends.

## **T/RS 530.**

### **Central Issues in the Philosophy of Religion 3**

A study of such central problems in the philosophy of religion as the problem of evil, the meaning of religious language and the question of the self.

## **T/RS 531.**

### **Narrative Theology 3**

A study of the contemporary development of narrative as an essential element of interpretation of biblical and systematic theology.

## **T/RS 535.**

### **The Sacraments of Initiation 3**

After an overview of recent developments in sacramental and liturgical theology the course will focus upon the rites of the sacraments of initiation. The scriptural, liturgical and patristic sources will be read as the basis of new sacramental models.

## **T/RS 536.**

### **Councils of the Church 3**

An examination of the background, history, ideas and influence of the modern councils of the Roman Catholic Church using texts from the councils of Vatican II, Vatican I and/or Trent.

## **T/RS 537.**

### **Great American Catholic Thinkers 3**

A study of the life and ideas developed from selections from Bishop England, Orestes Brownson, Bishop Spalding, Isaac Hecker, Bishop Hughes, Msgr. John Ryan, Archbishop Ireland, Dorothy Day, Dom Virgil Michel and John Courtney Murray, S.J.

## **T/RS 540.**

### **Sources of Christian Moral Thought 3**

An examination of the intellectual foundations of moral thought in Western Christianity and their continued effects and representations in contemporary ethics and theology. Among sources examined will be Aristotle, Augustine, Aquinas, Kant, Mill, Nietzsche, H.R. Niebuhr and other contemporary theologians.



- T/RS 541.**  
**The Development of Catholic Moral Theology** 3  
 A study of the history and development of Catholic moral theology beginning with Aquinas through manualism to the contemporary scene. It will include American moral thinking such as proportionalism in relation to Papal teaching and Protestant ethics. Readings will be drawn from Aquinas, J.C. Murray, Leo XIII, John Paul II, C. Curran and others.
- T/RS 542.**  
**Readings in Moral Theology** 3  
 An exploration, based on a wide variety of reading from patristic, medieval and contemporary sources, of some typical themes of fundamental moral theology as well as analysis of the actual place of virtue in Catholic moral theology.
- T/RS 543.**  
**Catholic Social Thought** 3  
 A study of the origins and principles of Catholic teachings on the political and social order. Reading will be drawn from Augustine, Thomas Aquinas, Thomas More, papal encyclicals from *Rerum Novarum* through *Centesimus Annus*, Vatican Council II, and selected contemporary scholars writing on liberalism, public morality, law and religion.
- T/RS 544.**  
**Liturgical and Sacramental Development** 3  
 An overview of the liturgical, sacramental and theological development in the Church through various eras of her history.
- T/RS 548.**  
**Pastoral Theology** 3  
 This course is based on the assumption that when done properly, all theology is pastoral. Throughout the course, students will "read" both the liturgy and classical theological texts in a pastoral way, as well as reflect theologically on their own pastoral experience. It will be conducted in seminar format.
- T/RS 550.**  
**Christology** 3  
 This course will examine major theological issues surrounding the person and work of Jesus Christ and their implications for Christian living. The course will analyze the biblical witness, the classical Christological controversies, the quest for the historical Jesus, and selected contemporary approaches to Christology.
- T/RS 552.**  
**Eastern Christian Spirituality** 3  
 A study of the meaning of the spiritual life for Eastern Christian writers with particular emphasis on Athanasius, Gregory of Nyssa and Gregory Palamas. Themes such as prayer, image and likeness with God, discernment of spirits, hesychasm and iconography will be discussed.
- T/RS 553.**  
**Theology of the Byzantine Churches** 3  
 Beginning with a survey of the main developments of Byzantine theology, this course examines the important contributions of Eastern Christian thinkers in shaping the patristic heritage of the Church. It then examines characteristics of Byzantine theology in contemporary attempts to articulate our life in Christ.
- T/RS 554.**  
**The Trinity in Early Christian History** 3  
 An in-depth analysis of the hellenization process of Christian theology through a study of the influences of Platonic, Gnostic, and Plotinian thought structures on the development of such key Christian concepts as person, substance, nature, relation in the Holy Trinity, creation theology and christology. There will be a particular emphasis on the thought of Athanasius, Basil the Great, Gregory of Nyssa, Augustine, Maximus, and Gregory of Palamas.
- T/RS 584.**  
**Special Topics** 3  
 Selected topics of current interest offered on a variable schedule.
- T/RS 599.**  
**Theology: Thesis** 3-6

# Nursing

**Dr. Patricia Harrington, Chair, Nursing**

570-941-7673

<http://www.scranton.edu>

**Department Faculty:** Professors - Dona Carpenter, R.N., Marian Farrell, R.N., Margaret Liebzalton, R.N., C.S.; Associate Professors - Rosellen S. Garrett, CRNP, Mary Jane S. Hanson, CRNP, Patricia Harrington, R.N., Sharon Hudacek, R.N., Marjorie Maddox, CRNP, Mary E. Muscarelli, CRNP; Assistant Professors - Linda Desmond, R.N., Mary Jane Di Mattio, R.N.

The Department offers course work leading to a Master of Science degree in Nursing with specialization in either the Family Nurse Practitioner (FNP) program, Adult Health (AH) program, or Nurse Anesthesia (NA) program. The Department also offers a Master of Science Degree in Nursing program for nurses who hold advanced practice certification as either certified registered nurse practitioners (CRNPs), certified registered nurse anesthetists (CRNAs), or certified nurse midwives (CNMs). In addition, a post-master's certificate option is also available for registered nurses (RNs) who already have a master's degree in nursing from a Commission on Collegiate Nursing Education (CCNE) or National League for Nursing Accrediting Commission (NLNAC) accredited program, and who wish to become Family Nurse Practitioners or Nurse Anesthetists.

## PROGRAM OBJECTIVES

Upon completion of the graduate program, the advanced practice nurse will be able to:

1. Evaluate issues relative to advanced practice nursing consistent with personal and societal values and beliefs;
2. Engage in advanced practice nursing in accordance with specific specialty standards of practice;
3. Critically evaluate theoretical principles from nursing and other disciplines for their contribution to advanced practice nursing;
4. Demonstrate mastery of knowledge and skills in a specialized area of advanced practice nursing;
5. Initiate collaborative relationships with other health care professionals to mobilize resources and facilitate quality patient care;
6. Provide quality health care for selected populations consistent with advanced practice nursing preparation and ethical/legal principles;
7. Demonstrate the ability to communicate ideas both in written and oral forms in an articulate and scholarly manner;
8. Examine critically problems relevant to advanced practice nursing and participate in research;
9. Formulate and implement plans for continuous professional development and service to others;
10. Apply leadership skills to advanced practice nursing.

## PROGRAM OF STUDY

The graduate nursing program is comprised of seven core courses that cover advanced pathophysiology, advanced pharmacology, advanced clinical assessment, issues in advanced practice nursing, research methodology, theory and research application, and nursing ethics. These core courses provide the foundation for graduate nursing study and subsequent practice. In addition, each student is required to take all of the advanced practice specialty courses in the selected program of study. The specialty courses are listed under each program heading.

## ADMISSION REQUIREMENTS

An applicant for the *degree program* must possess a baccalaureate degree in nursing from a NLNAC or CCNE accredited program; have an undergraduate GPA of at least 3.0 or other evidence of ability to complete successfully a graduate program such as grades in other post-baccalaureate courses, scores from national graduate school entrance examinations, or a record of progressively higher work experiences; and be licensed as a registered nurse in the state of Pennsylvania. The applicant should have a minimum of one year direct clinical nursing practice and have satisfactorily completed undergraduate or equivalent approved courses in basic physical assessment and statistics. The applicant must submit three professional references and a 300-word essay identifying career goals, demonstrating communication and writing skills. A personal interview with the program director or a faculty member to clarify goals and objectives is required.

Applicants for the *certificate program* must possess a master's degree in nursing from a NLNAC or CCNE accredited program. Additionally, they must comply with the same admission requirements as for the degree program (except for the essay) as listed above.

Students may begin course work in either the fall or spring semester. Applicants must be accepted to The Graduate School before starting classes.

## THESIS OPTION

Candidates for a Master of Science Degree in Nursing may opt to do a thesis. Students in the FNP, AH, and post-advanced practice certificate master's programs would take NURS 599 for five credits in the place of NURS 583, Independent Study, and a free elective. Students in the NA program who wish to pursue the thesis option should consult with the program director. Those who opt to do a thesis are governed by The University of Scranton graduate thesis policy.

## ACADEMIC REGULATIONS

Graduate nursing students are expected to conform to the regulations stated in both The University of Scranton Graduate Catalog and the Department of Nursing Graduate Student Handbook.

Students must receive a grade of Satisfactory in the clinical practicum courses. The grade is based upon both faculty and preceptor evaluations of the student's ability to meet course objectives and demonstrate safe advanced clinical nursing practice. A grade of Unsatisfactory will result in the failure of the practicum and may result in a recommendation for dismissal from the program.

## SCHEDULING

The AH and FNP programs can be completed in two years of full-time study or three to five years of part-time study, depending upon when the student enters the program. The post-advanced practice certificate master's degree program can be completed in two years of part-time study. Students are accepted for fall and spring semesters. Core graduate courses are offered every year. The specialty courses are on a two-year rotation and are offered every other year, with the rotation beginning in fall of odd years for the FNP program, and in the fall of even years for the AH program.

Graduate courses for the AH and FNP programs are usually offered Tuesday and Thursday evenings. Each course meets one night per week in the fall and spring semesters. Full-time students attend classes two nights per week; part-time students usually attend classes one night per week. Clinical practicum hours are arranged on the basis of preceptor availability.

## CAPSTONE EXPERIENCE

All graduate nursing students are expected to complete successfully a comprehensive examination as their capstone experience and part of their graduation requirements.

## ACCREDITATION

The graduate nursing program is accredited by the National League for Nursing Accrediting Commission (NLNAC). The NLNAC is a resource for information regarding tuition, fees and length of accredited nursing programs. Requests for information should be directed to:

National League for Nursing Accrediting Commission  
350 Hudson Street  
New York, NY 10014  
(212) 989-9393

## COMBINED B.S./M.S. DEGREE PROGRAM

A combined Baccalaureate and Master's Degree Program is available for registered nurses with an associate degree or diploma in nursing from a NLNAC accredited program. This option is designed for registered nurses who do not have a baccalaureate degree but wish to pursue specialty preparation at the master's level in the Family Nurse Practitioner, Adult Health, or Post-advanced Practice Certificate master's program. With the combined program 12 graduate credits satisfy 12 undergraduate credit requirements. Specifically, the recommended course substitutions are: 1. Undergraduate NURS 493 Research in Nursing (three credits) requirement may be satisfied by graduate NURS 593 Research Methodology (three credits); 2. Undergraduate NURS 473 Synthesis of Leadership Concepts in Nursing (three credits) requirement may be satisfied by graduate NURS 591 Issues in Advanced Practice Nursing (three credits); 3. Undergraduate nursing elective option (three credits) requirement may be satisfied by graduate NURS 510 Advanced Pathophysiology (three credits), or graduate NURS 520 Advanced Clinical Pharmacology (three credits), or graduate NURS 595 Nursing Ethics (three credits); 4. Undergraduate free elective option (three credits) requirement may be satisfied by graduate NURS 510 Advanced Pathophysiology (three credits), or graduate NURS 520 Advanced Clinical Pharmacology (three credits), or graduate NURS 595 Nursing Ethics (three credits).

The application process for the combined program involves two phases. Initial application (Phase 1) is filed through The Dexter Hanley College. Upon completion of 96 undergraduate credit hours – including NURS 241 and NURS 242, and a minimum GPA at The University of Scranton of 3.3 – the student may proceed with Phase 2 of the application process which involves completion of the application for graduate admission to The University of Scranton Graduate School accompanied by the Combined Baccalaureate and Master's Degree Program form (refer to page 13). Upon acceptance into the combined program, all policies and procedures of The Graduate School apply. Applicants are accepted in the fall and spring of each year.



# FAMILY NURSE PRACTITIONER

Dr. Mary Jane S. Hanson, Director of Graduate Program  
570-941-4060  
hansonm2@scranton.edu

The Family Nurse Practitioner (FNP) Program prepares registered nurses to assess, diagnose, and treat common episodic and chronic disorders, and to provide health-promotion and disease-prevention interventions and counseling. The use of clinical decision-making and diagnostic reasoning skills is emphasized. The graduate will be prepared to provide direct patient care to individuals across the life span in primary care settings.

Graduates of the program will be eligible for certification as an FNP in Pennsylvania through the Pennsylvania State Board of Nursing. In addition, graduates of the program will be eligible to take the national certification examination for FNP from both the American Nurses Credentialing Center and American Academy of Nurse Practitioners.

## CURRICULUM

The FNP program is offered as a 46-credit master's degree for baccalaureate-prepared-nurses, and as a 27-credit post-master's certificate program for nurses already holding a nursing master's degree. In addition, NURS 583, Independent Study, may be utilized to perform a research project, to enhance an area of primary practice, or to take an elective that will broaden the student's knowledge base.

Each student is required to complete a clinical practicum. The practicum (NURS 542, 552, 562, 572) is taken over four semesters. Students are expected to obtain a practitioner(s) who will serve as preceptor(s) for the clinical practicum in the FNP program. The preceptor must be a certified registered nurse practitioner or a licensed physician in family or adult primary health care. Additional clinical preceptorships may be arranged to meet the needs of the individual student. Each credit of clinical equals eight hours per week so that total clinical practicum time is 840 hours for the FNP program.



*Mary Jane Hanson, Associate Professor and Director of the Graduate Program in Nursing.*

## ***FAMILY NURSE PRACTITIONER PROGRAM***

### **Two-Year Full-Time Program**

Course		Credits
First Year		
Fall		
NURS 510	Advanced Pathophysiology	3
NURS 520	Advanced Pharmacology	3
NURS 530	Advanced Clinical Assessment	2
NURS 530L	Advanced Clinical Assessment Lab	1
NURS 541	Family Health Promotion	2
NURS 542	Family Clinical Practicum I	1
Spring		
NURS 551	Health Problems in Developing Family	3
NURS 552	Family Clinical Practicum II	2
NURS 591	Issues in Advanced Practice Nursing	3
NURS 595	Nursing Ethics	3
Second Year		
Fall		
NURS 561	Health Problems in Established Family	3
NURS 562	Family Clinical Practicum III	2
NURS 590	Rural Health (Variable 2-3 cr.)	2
NURS 593	Research Methodology	3
Spring		
NURS 571	Family Health Synthesis	3
NURS 572	Family Clinical Practicum IV	2
NURS 583	Independent Study (Variable to 6 cr.)	2
NURS 594	Theory and Research Application	3
Free Elective		3
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### **Four-Year Part-Time Program**

Course		Credits
First Year		
Fall		
NURS 510	Advanced Pathophysiology	3
NURS 520	Advanced Pharmacology	3
Spring		
NURS 591	Issues in Advanced Practice Nursing	3
NURS 595	Nursing Ethics	3
Second Year		
Fall		
NURS 590	Rural Health (Variable 2-3 cr.)	2
NURS 593	Research Methodology	3
Spring		
NURS 594	Theory and Research Application	3
Free Elective		3
Third Year		
Fall		
NURS 530	Advanced Clinical Assessment	2
NURS 530L	Advanced Clinical Assessment Lab	1

NURS 541	Family Health Promotion	2
NURS 542	Family Clinical Practicum I	1
Spring		
NURS 551	Health Problems in Developing Family	3
NURS 552	Family Clinical Practicum II	2
Fourth Year		
Fall		
NURS 561	Health Problems in Established Family	3
NURS 562	Family Clinical Practicum III	2
Spring		
NURS 571	Family Health Synthesis	3
NURS 572	Family Clinical Practicum IV	2
NURS 583	Independent Study (Variable to 6 cr.)	2
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### ***FNP CERTIFICATE ONLY***

#### **Two-Year Full-Time Program**

Course		Credits
First Year		
Fall		
NURS 510	Advanced Pathophysiology	3
NURS 520	Advanced Pharmacology	3
NURS 530	Advanced Clinical Assessment	2
NURS 530L	Advanced Clinical Assessment Lab	1
NURS 541	Family Health Promotion	2
NURS 542	Family Clinical Practicum I	1
Spring		
NURS 551	Health Problems in Developing Family	3
NURS 552	Family Clinical Practicum II	2
Second Year		
Fall		
NURS 561	Health Problems in Established Family	3
NURS 562	Family Clinical Practicum III	2
Spring		
NURS 571	Family Health Synthesis	3
NURS 572	Family Clinical Practicum IV	2
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Students wishing to complete a certificate on a part-time basis should meet with the program director.

ADULT HEALTH

Dr. Mary Jane S. Hanson, Director of Graduate Program  
570-941-4060  
hansonm2@scranton.edu

The Adult Health (AH) Program prepares registered nurses to develop advanced competencies in nursing practice and strategies for improving the quality of patient care. The curriculum emphasizes the development of adult health nursing clinical expertise based on an in-depth understanding of nursing practice and theory. In addition, students are introduced to a variety of patient care models, including case management. The graduate will be prepared to assume leadership/management roles in adult health nursing practice.

Graduates of the program who have completed 500 hours of supervised clinical practicum will be eligible to take the national certification examination for medical-surgical clinical nurse specialist from the American Nurses Credentialing Center.

CURRICULUM

The AH program is offered as a 42-credit master's degree for baccalaureate prepared nurses. In addition, NURS 583, Independent Study, may be utilized to perform a research project, to enhance an area of primary practice, or to take an elective that will broaden the student's knowledge base.

Each student is required to complete a clinical practicum. The practicum (NURS 564, 574, 584) is taken over three semesters. Students are expected to obtain a practitioner(s) who will serve as preceptor(s) for clinical practicums in the AH program. The preceptor(s) must be a master's-prepared nurse or a licensed physician. Additional clinical preceptorships may be arranged to meet the needs of the individual student. Each credit of clinical equals eight hours per week so that total clinical practicum time is 392 hours for the AH program. Students who desire to take the national certification examination for clinical nurse specialists from the American Nurse Credentialing Center immediately upon graduation may take an additional 108 hours of supervised clinical practicum as part of their Independent Study requirement.

ADULT HEALTH PROGRAM

Two-Year Full-Time Program

Course		Credits
First Year		
Fall		
NURS 510	Advanced Pathophysiology	3
NURS 520	Advanced Pharmacology	3
NURS 530	Advanced Clinical Assessment	2
NURS 530L	Advanced Clinical Assessment Lab	1
NURS 553	Case Management	3
Spring		
NURS 563	Advanced Theory Adult Health Nursing I	3
NURS 564	Advanced Applications/Adult Health I	1
NURS 591	Issues in Advanced Practice Nursing	3
NURS 595	Nursing Ethics	3



## Second Year

### Fall

NURS 573	Advanced Theory Adult Health Nursing II	3
NURS 574	Advanced Applications/Adult Health II	1
NURS 593	Research Methodology	3
Free Elective		3

### Spring

NURS 583	Independent Study (Variable to 6 cr.)	3
NURS 584	Case Management Clinical Practicum	1
NURS 594	Theory and Research Application	3
Free Elective		3

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## Four-Year Part-Time Program

Course		Credits
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### First Year

#### Fall

NURS 510	Advanced Pathophysiology	3
NURS 520	Advanced Pharmacology	3

#### Spring

NURS 591	Issues in Advanced Practice Nursing	3
NURS 595	Nursing Ethics	3

### Second Year

#### Fall

NURS 593	Research Methodology	3
Free Elective		3

#### Spring

NURS 594	Theory and Research Application	3
Free Elective		3

### Third Year

#### Fall

NURS 530	Advanced Clinical Assessment	2
NURS 530L	Advanced Clinical Assessment Lab	1
NURS 553	Case Management	3

#### Spring

NURS 563	Advanced Theory Adult Health Nursing I	3
NURS 564	Advanced Applications/Adult Health I	1

### Fourth Year

#### Fall

NURS 573	Advanced Theory Adult Health Nursing II	3
NURS 574	Advanced Applications/Adult Health II	1

#### Spring

NURS 583	Independent Study (Variable to 6 cr.)	3
NURS 584	Case Management Clinical Practicum	1

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# **NURSE ANESTHESIA**

Dr. Mary Jane S. Hanson, Director of Graduate Program

570-941-4060

hansonm2@scranton.edu

Eileen Evanina, Associate Director of Nurse Anesthesia Program

570-552-3689

eevanina@wvhcs.org

The Nurse Anesthesia (NA) program prepares registered nurses to function in the role of Certified Registered Nurse Anesthetists (CRNA). Upon completion of the program the graduate will be prepared to administer all types of anesthesia to diverse populations in a variety of clinical settings.

Graduates of the program will be eligible to take the national certification examination for CRNA from the Council on Certification of Nurse Anesthetists.

## ***CURRICULUM***

The 60-credit NA master's degree program for baccalaureate prepared nurses is offered through an affiliation between The University of Scranton and the Wyoming Valley Health Care System - Hospital School of Nurse Anesthesia. The NA program is also offered as a 48-credit post-master's certificate for nurses already holding a nursing master's degree.

In addition to course work, each student is required to complete a clinical practicum. The practicum (NURS 546, 556, 558, 566, 576, 598) is taken over two years (25 months) of full-time study.

## ***ACCREDITATION***

The program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.

## ***ADMISSION REQUIREMENTS***

In addition to the requirements previously listed for graduate study in nursing, nurse anesthesia applicants must also have one year of critical care nursing experience, current Advanced Cardiac Life Support (ACLS) certification, current Pediatric Advance Life Support (PALS) certification, and have completed two courses in college chemistry.

The deadline for applications is November 1 of the year prior to expected enrollment.

## ***TRANSFER OF CREDIT***

A minimum of nine credits outside of the NA specialty curriculum must be taken at The University of Scranton.

## ***SCHEDULING***

The program can be completed in 25 months of full-time study. There is no part-time option. Students are accepted for the fall semester, with classes beginning the first week of August. Most classes and clinical practicums are scheduled during the day. However, evening classes and clinicals are also required.

## ***TUITION/FEES***

In addition to University of Scranton tuition, anesthesia students pay \$2,500 per year clinical fees. A one-time, nonrefundable assessment fee of \$1,500 is payable to Wyoming Health Care System at the time of admission to the Nurse Anesthesia program. This fee assures the student's place in class and will be applied to liability insurance, nurse anesthesia textbooks for courses taken at Wyoming Valley Health Care System, standardized examinations, and personal clinical equipment.

# NURSE ANESTHESIA PROGRAM

## 25-Month Full Time Program

### *The University of Scranton Courses*

Course		Credits
First Year		
Fall		
NURS 503	Basic Principles of Nurse Administered Anesthesia	6
NURS 517	Pharmacology of Nurse Administered Anesthesia I	4
NURS 593*	Research Methodology	3
NURS 546	Nurse Anesthesia Clinical Practicum I	2
Spring		
NURS 506	Advanced Principles of Nurse Administered Anesthesia I	1
NURS 518	Pharmacology of Nurse Administered Anesthesia II	2
NURS 521	Introduction to Physiology & Health Assessment of Nurse Administered Anesthesia	1
NURS 522	Physiology & Health Assessment of Nurse Administered Anesthesia I	5
NURS 594*	Theory & Research Applications	3
NURS 556	Nurse Anesthesia Clinical Practicum II	2
Summer		
NURS 508	Advanced Principles of Nurse Administered Anesthesia II	4
NURS 558	Nurse Anesthesia Clinical Practicum III	2
Second Year		
Fall		
NURS 515	Chemistry of Nurse Administered Anesthesia	3
NURS 523	Physiology & Health Assessment of Nurse Administered Anesthesia II	5
NURS 566	Nurse Anesthesia Clinical Practicum IV	2
Spring		
NURS 509	Advanced Principles of Nurse Administered Anesthesia III	1
NURS 591*	Issues in Advanced Practice Nursing	3
NURS 595*	Nursing Ethics	3
NURS 576	Nurse Anesthesia Clinical Practicum V	2
Summer		
NURS 512	Physics of Nurse Administered Anesthesia	1
NURS 519	Pharmacology of Nurse Administered Anesthesia III	2
NURS 524	Physiology & Health Assessment of Nurse Administered Anesthesia III	1
NURS 578	Nurse Anesthesia Clinical Practicum VI	2
		<hr/> 60

\* courses not required in post-nursing master's certificate program

# MASTER OF SCIENCE DEGREE FOR CERTIFIED ADVANCED PRACTICE NURSES

Dr. Mary Jane S. Hanson, Director of Graduate Program  
570-941-4060  
hansonm2@scranton.edu

The Master of Science Degree for the Certified Advanced Practice Nurses program provides a course of study that will enable certified registered nurse practitioners (CRNPs), certified registered nurse anesthetists (CRNAs), and certified nurse midwives (CNMs) to complete a Master of Science Degree in Nursing. The program will allow certificate prepared advanced practice nurses to acquire a theoretical perspective important for advanced practice nursing. The curriculum builds on the student's previous clinically-focused education and work experience.

## CURRICULUM

The post-advanced practice certificate master's program is offered as a 42-credit master's degree for baccalaureate prepared nurses. The program requires 21 credits of course work at the University and will award 21 validation credits for previous advanced practice nursing preparation from an accredited certificate program. All University course work is didactic. There are no additional clinical requirements.

## ADMISSION REQUIREMENTS

In addition to the requirements previously listed for graduate study in nursing, post-advanced practice certificate master's program students must hold current certification as an advanced practice nurse - either CRNP, CNM, or CRNA - and have practiced at least 1000 hours in the advanced practice role within the previous five years.

A combined Baccalaureate and Master's Degree Program is available for registered nurses with an associate degree or diploma in nursing from an NLNAC accredited program and advanced practice certification. Applicants should consult the Program Director.

## POST-ADVANCED PRACTICE CERTIFICATE MASTER'S PROGRAM

Two-Year Part-Time Program

Course		Credits
First Year		
Fall		
Nurs 593	Research Methodology	3
Free Elective		3
Spring		
Nurs 591	Issues in Advanced Practice Nursing	3
Nurs 594	Theory and Research Applications	3
Second Year		
Fall		
Nurs 596	Clinical Application of Advanced Practice Concepts	3
Nurs 583	Independent Study (Variable to 6 cr.)	3
Spring		
Nurs 595	Nursing Ethics	3
The University of Scranton Credits		21
Validation Credits		21
		<hr/> 42



# COURSE DESCRIPTIONS

## Credits

### NURS 503.

#### Basic Principles of Nurse Administered Anesthesia 6

Lecture focuses on theories, concepts and principles from the disciplines of nursing and anesthesiology as a foundation for the practice of nurse anesthesia. Fundamental aspects of nurse anesthesia needed for clinical practice of nurse anesthesia are presented.

### NURS 505.

#### Health Writing for Publication 3

This course enables students to enhance their writing skills by utilizing effective writing principles, and by synthesizing and critiquing relevant research as these principles relate to health issues. Students select one topic to develop from idea to final manuscript for both a professional journal and a consumer newspaper/magazine.

### NURS 506.

#### Advanced Principles of Nurse Administered Anesthesia I 1

Lecture focuses on current professional provisions regarding the administration of regional anesthesia by the nurse anesthetist. Anatomical, physiological, pharmacological and technical aspects of all types of regional anesthesia are presented. Emphasis is placed on indication and contraindication of regional anesthesia regarding patient population. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

### NURS 507.

#### End-of-Life Care 3

This course focuses on ways to enhance end-of-life care for patients, families and care givers. The biological, psychosocial and spiritual responses to dying are explored from a variety of aspects including diverse cultural backgrounds. Structure of various health care systems and implications for care givers and clients are stressed. Guest lectures from experts in the field are included.

### NURS 508.

#### Advanced Principles of Nurse Administered Anesthesia II 4

Lecture focuses on principles of nurse administered anesthesia as applied to obstetric, pediatric and geriatric patients. Similarities and differences among these populations are explored. Health assessment specific to each population will be performed. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

### NURS 509.

#### Advanced Principles of Nurse Administered Anesthesia III 1

Lecture focuses on current issues regarding pain management techniques used by the nurse anesthetist. Anatomical, physiological, psychological, pharmacological and technical aspects of acute and chronic pain management theories of acute and chronic pain are explored. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

### NURS 510.

#### Advanced Pathophysiology 3

Utilizing principles from anatomy and physiology, this lecture course presents the pathophysiology underlying common disease entities across the life span, including their associated signs and symptoms and their appropriate laboratory data.

### NURS 511.

#### Epidemiology and Methods of Prevention 3

This course is designed for graduate students desiring to utilize prevention strategies within advanced practice role in acute care, chronic care, and community settings. The course explores the interrelationships of epidemiology, biostatistics, and public health promotion through primary, secondary, and tertiary prevention. Ethical and professional problems encountered in using epidemiology are critically examined. (Elective course)

**NURS 512.**

**Physics of Nurse Administered**

**Anesthesia**

**1**

Lecture focuses on application of principles of physics as related to the practice of anesthesia. Information will be presented regarding specific gas, fluid, and vapor laws and the influence they have upon anesthesia practice. Measurement of pressures, compressed gases, principles and types of vaporizers, flow meters, and solubility coefficients are discussed and allied with principles of anesthesia practice.

**NURS 515.**

**Chemistry of Nurse Administered**

**Anesthesia**

**3**

Lecture focuses on the application of inorganic, organic and biochemistry principles as related to the practice of anesthesia. Chemical and physical properties of the anesthetic gases and vapors, intravenous anesthetics, accessory agents and therapeutic gases are presented. Electrical circuits and principles important for the prevention of fires and explosions in the operating room are explored.

**NURS 517.**

**Pharmacology of Nurse Administered**

**Anesthesia I**

**4**

Lecture focuses on general pharmacologic principles of both intravenous and inhalational agents. Pharmacokinetics and pharmacodynamics of barbiturates, benzodiazepines, intravenous non-narcotic, narcotic, inhalational, and neurolept anesthetic agents are analyzed and applied to principles of anesthesia practice. Anesthetic implications and contraindications are examined. Clinical practice is concurrent with didactic learning.

**NURS 518.**

**Pharmacology of Nurse Administered Anesthesia II**

**2**

Lecture focuses on in-depth review of anatomy and physiology of nerve fibers and the myoneural junction related to anesthetic pharmacologic agents. Pharmacokinetics and pharmacodynamics regarding local anesthetics and neuromuscular blocking agents are presented relative to nurse administered anesthesia practice. Clinical practice is concurrent with

didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

**NURS 519.**

**Pharmacology of Nurse Administered Anesthesia III**

**2**

Lecture focuses on in-depth study of accessory drugs used in nurse anesthesia. Review of the autonomic nervous system including anatomy and physiology related to pharmacology. The effects of autonomic, cardiovascular, hematologic, prostaglandin, and psychiatric drugs in the perioperative patient are considered. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

**NURS 520.**

**Advanced Pharmacology**

**3**

Lectures focus on the principles of drug therapy, mechanisms of action, side effects, drug interactions, general concepts in the selection of pharmaceutical agents, and prescriptive authority.

**NURS 521.**

**Introduction to Physiology and Health Administered Anesthesia**

**1**

Lecture focuses on theories, concepts, and principles as related to cell physiology. In-depth discussion of cellular physiology as it relates to the practice of anesthesiology.

**NURS 522.**

**Physiology and Health Assessment of Nurse Administered Anesthesia I**

**5**

Lecture focuses on a review of the complex relationship between anesthesia and pathophysiology of the respiratory, cardiovascular, and peripheral vascular systems. Physiologic monitoring is examined and related to specific anesthetic agents and pathologic conditions found in anesthesia. Pharmacologic implications as they relate to both the respiratory and cardiovascular systems are explored. Health assessment of the three systems will be performed. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

**NURS 523.****Physiology and Health Assessment of Nurse Administered Anesthesia II 5**

Lecture focuses on a review of the complex relationship between anesthesia and pathophysiology of the endocrine and nervous systems. Pharmacologic implications as they relate to both the endocrine and nervous systems are explored. Health assessments of both systems are performed. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

**NURS 524.****Physiology and Health Assessment of Nurse Administered Anesthesia III 5**

Lecture focuses on a review of the complex relationship between anesthesia and pathophysiology of the excretory system. Pharmacologic implications as they relate to the excretory system are explored. Health assessments of both systems are performed. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

**NURS 530.****Advanced Clinical Assessment 2**

Lecture provides theory and skills needed to obtain compressive histories and to perform comprehensive physical examinations on clients throughout the life span. Course includes two hours per week lecture.

**NURS 530L.****Advanced Clinical Assessment Lab 1**

Lab course on clinical application of comprehensive history and physical examination skills. Four hours per week on-campus laboratory.

**NURS 541.****Family Health Promotion 2**

(Pre- or co-requisites, NURS 510, 520 and 530; co-requisite, NURS 542) This lecture provides an introduction to primary health care by discussing concepts and theories related to family process development, health promotion, sociocultural aspects, and common health deviations across the life span. (Offered in fall semester odd years.)

**NURS 542.****Family Clinical Practicum I 1**

(Pre- or co-requisites, NURS 510, 520 and 530; co-requisite, NURS 541) Clinical application of principles discussed in family health promotion as well as advanced clinical assessment for clients across the life span. Students will be precepted at clinical sites during the last half of the semester. (98 hours of clinical lab, which are taken during the last seven weeks of the semester, plus one hour per week seminar.) (Offered in fall semester odd years.)

**NURS 546.****Nurse Anesthesia Clinical Practicum I 2**

Clinical application of principles of nurse anesthesia. Students will be precepted in the perioperative clinical site. Experiences include introduction to the role of the nurse anesthetist and development of basic nurse anesthesia skills. Clinical experiences include Journal Club and Clinical Conferences.

**NURS 551.****Health Problems in the Developing Family 3**

(Prerequisites, NURS 541 and 542; co-requisite, NURS 552) Lecture focuses on the epidemiology, differential diagnoses and management of acute and chronic health problems and illnesses of the developing family. (Offered in spring semester even years.)

**NURS 552.****Family Clinical Practicum II 2**

(Prerequisites, NURS 542 and a final grade of B or higher in both NURS 530 and NURS 541; co-requisite, NURS 551) Clinical application of theoretical principles presented in health problems of the developing family. Students will be in a variety of clinical settings that provide opportunities to work with clients in these stages of the life span. (16 hours of clinical lab per week, which includes two hours per week seminar.) (Offered in spring semester even years.)

**NURS 553.****Theoretical Foundations of Case Management 3**

(Pre- or co-requisites, NURS 510, 520 and 530) Lecture focuses on the development and use of case management as an effective healthcare delivery system. The following components of case management are explored: selection of case types; review of literature related to selected case types; audits; case management plans, and critical paths. Effective marketing strategies and communication skills are also presented. (Offered in fall semester even years.)

**NURS 556.****Nurse Anesthesia Clinical Practicum II 2**

Clinical application of principles of nurse anesthesia. Students will be precepted in the perioperative clinical site. Experiences include development and application of skills specific to the role of nurse anesthetists. Clinical experiences include Journal Club and Clinical Conferences.

**NURS 558.****Nurse Anesthesia Clinical Practicum III 2**

Summer clinical experiences include work with clinical preceptors to apply principles of nurse anesthesia and expand skills. Clinical experiences include Journal Club and Clinical Conferences.

**NURS 561.****Health Problems in the Established Family 3**

(Prerequisites, NURS 551 and 552; co-requisite, NURS 562) Lecture focuses on the epidemiology, differential diagnoses and management of acute and chronic health problems and illnesses of the established family. (Offered in fall semester even years.)

**NURS 562.****Family Clinical Practicum III 2**

(Prerequisites, NURS 552 and a final grade of B or higher in NURS 551; co-requisite, NURS 561) Clinical application of theoretical principles presented in health problems of the established family. Students will be in a variety of clinical set-

tings that provide opportunities to work with clients in these stages of the life span. (16 hours of clinical lab per week, which includes two hours per week seminar.) (Offered in fall semester even years.)

**NURS 563.****Advanced Theory of Adult Health Nursing I 3**

(Prerequisite, NURS 553; co-requisite, NURS 564) Theoretical concepts focus on the care of acutely ill adults. Role development focuses on the advanced practice nurse as clinical specialist, educator and leader in the care of acutely ill adults. Processes of interdisciplinary collaboration, decision-making and assessment of client and family emotional needs are emphasized. (Offered in spring semester odd years.)

**NURS 564.****Advanced Applications of Adult Health Nursing I 1**

(Prerequisite, NURS 553; co-requisite, NURS 563) Clinical practicum is designed to facilitate the development of advanced assessment skills and clinical expertise in caring for a specific acutely ill adult population. (Eight hours of clinical lab per week, which includes 1 hour per week seminar.) (Offered in spring semester odd years.)

**NURS 566.****Nurse Anesthesia Clinical Practicum IV 2**

Clinical application of principles of nurse anesthesia. Students will be precepted in the perioperative clinical site. Experiences include development of advanced skills specific to the role of nurse anesthetist. Clinical experiences include Journal Club and Clinical Conferences.

**NURS 571.****Family Health Synthesis 3**

(Prerequisites, NURS 561 and 562; co-requisite, NURS 572) Synthesis of concepts from health promotion, health problems and supporting courses to utilize the nurse practitioner roles in more complex family health care problems. (Offered in spring semester odd years.)



**NURS 572.****Family Clinical Practicum IV 2**

(Prerequisites, NURS 562 and a final grade of B or higher in NURS 561; co-requisite, NURS 571) Clinical application of syntheses of theoretical principles from health promotion, health problems, and supporting courses. Students will be in a variety of settings that will provide opportunities to utilize the roles of the nurse practitioner with families and more complex health problems. (16 hours of clinical lab per week, which includes two hours per week seminar.) (Offered in spring semester odd years.)

**NURS 573.****Advanced Theory of Adult Health Nursing II 3**

(Prerequisite, NURS 563 and 564; co-requisite, NURS 574) Theoretical concepts focus on the care of chronically ill adults. Role development focuses on the advanced practice nurse as clinical specialist, change agent, collaborator and leader in the care of chronically ill adults. Processes of research, interdisciplinary collaboration, decision-making and assessment of client and family emotional needs are emphasized. (Offered in fall semester odd years.)

**NURS 574.****Advanced Applications of Adult Health Nursing II 1**

(Prerequisites, NURS 563 and 564; co-requisite, NURS 573) Clinical practicum is designed to develop clinical expertise and the clinical specialist role for a specific chronically ill adult population. (Eight hours of clinical lab per week, which includes one hour per week seminar.) (Offered in fall semester odd years.)

**NURS 576.****Nurse Anesthesia Clinical Practicum V 2**

Clinical application of principles of nurse anesthesia. Students will be precepted in the perioperative clinical site. Experiences include application of advanced skills specific to the role of nurse anesthetist. Clinical experiences include Journal Club and Clinical Conferences.

**NURS 578.****Nurse Anesthesia Clinical Practicum VI 2**

Summer clinical experiences include work with clinical preceptors to apply principles of nurse anesthesia and expand and refine skills. This final clinical experience prepares students for independent practice. Clinical experiences include Journal Club and Clinical Conferences.

**NURS 583.****Independent Study Variable to 6**

Students choose one of the following options: 1. A clinical practicum in a specialized setting to focus on one or more of the advanced practice nursing roles; 2. The completion of a research project; 3. An elective with faculty approval; 4. A thesis.

**NURS 584.****Case Management Clinical Practicum 1**

(Prerequisites, NURS 573 and 574) The focus of the course is the clinical application of the theoretical components of case management. Students will be with preceptors in various health care settings and will be expected to design case management plans for selected case types within a variety of practice settings. (Eight hours of clinical lab per week, which includes one hour per week seminar.) (Offered in spring semester even years.)

**NURS 590.****Rural Health 2 - 3**

Seminar on the interaction between rural environments and the health care needs of rural residents. Emphasis will be on specific populations and illnesses, rural healthcare policy, and methods to recruit and retain nurse practitioners in rural healthcare.

**NURS 591.****Issues in Advanced Practice Nursing 3**

This seminar provides students with the opportunity to analyze contemporary issues and trends as they relate to advanced practice, including role development, legal issues, healthcare policy, and alternative healthcare practices.

**NURS 593.**  
**Research Methodology** 3

This didactic course presents an introduction to the concepts and process of research, including problem formulation, rights of human subjects, research design, sampling, instrument evaluation, and data collection and analysis strategies. It provides students with the opportunity to analyze and critique various quantitative and qualitative nursing research studies, including their implications for utilization.

**NURS 594.**  
**Theory and Research Application** 3  
(Prerequisite, NURS 593) This didactic and seminar course provides an intermediate study of levels of theory construction and the research process with emphasis on the integration of theoretical elements in the development of research proposals.

**Nurs 595.**  
**Nursing Ethics** 3

This lecture, discussion, and core study analysis is used to enable the student to become a well-informed participant in professional healthcare discussions involving ethical principles.

**Nurs 596.**  
**Clinical Applications of Advanced Practice Concepts** 3

Discussion, analysis, and student presentations focusing on the application of graduate level theoretical and research perspectives to advanced practice nursing.

**Nurs 599.**  
**Nursing: Thesis** 2-5



# Occupational Therapy

**Dr. Rhonda Waskiewicz**, Chair, Occupational Therapy  
570-941-6368  
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**Department Faculty:** Assistant Professors - Elizabeth A. Ciaravino, Rhonda Waskiewicz, Moses Ikiugu, Carol Reinson; Instructor – Tom Ciucci;  
Lecturers - Karen L. Brady, Barry Wolf.

## ENTRY LEVEL MASTER OF SCIENCE

The University offers a five-year, entry-level Master of Science degree program in Occupational Therapy (OT). Students usually enter this program as freshmen, proceed through four years of undergraduate study, receive a Bachelor of Science degree in Health Sciences, and are awarded the M.S. in OT degree upon completion of graduate requirements. The course work is sequenced in a planned progression in order to build upon and develop knowledge and skills at increasing levels of complexity, competence, and integration. Therefore, all required courses are to be completed in sequence. A minimum grade of C (2.00) must be attained in every undergraduate cognate and OT course.

A minimum, overall, undergraduate GPA of 2.75 is required in order to advance into graduate study; and a minimum, overall GPA of 3.00 must be achieved and maintained for all graduate courses. Required OT Level II Internships are graded on a Satisfactory/Unsatisfactory basis. The normal length of time for completion of the program is five and one-quarter years. All OT students must complete Level II Fieldwork within 24 months following completion of the academic portion of the program. Students will receive the M.S. in OT degree following completion of all academic and clinical requirements.

Admission to the program is normally open to first-time incoming freshmen. Applicants are selected on a competitive basis, with emphasis placed on high school record, standardized test scores, extracurricular activities, and letters of recommendation. Observation and/or volunteer experience in occupational therapy settings are required and must be documented. Since the majority of coursework is at the undergraduate level, the OT program is described in detail in the University's undergraduate catalog rather than in this graduate catalog. Inquiries about admission to the M.S. in OT program should be directed to the Undergraduate Admissions Office at 570-941-7540.

## CAPSTONE EXPERIENCE

Each student is required to propose and execute a graduate Master's-level research project that culminates in a thesis. This process begins in the first semester senior year with OT 493, Research Methods. The second semester senior year is when students will make application to either the Department Review Board (DRB) or the Institutional Review Board (IRB). The thesis is written and publicly defended during the graduate year. Six credits are awarded for the thesis in a two-semester course sequence, OT 593 and OT 594.

# **MASTER OF SCIENCE FOR OCCUPATIONAL THERAPY PRACTITIONERS**

The Department offers course work leading to a Master of Science in OT for occupational therapists who currently hold a B.S. degree in OT and who are either alumni of the University of Scranton's Bachelor of Science in OT or currently practicing occupational therapists.

## ***ADMISSION REQUIREMENTS***

The applicant must possess a Bachelor of Science Degree in OT from an occupational therapy program that is accredited by ACOTE. This assumes that all fieldwork requirements were completed. They should have an overall GPA of at least 2.75 or the equivalent (based on a 4.0 scale). Official transcripts of previous academic work and fieldwork must be submitted. In addition, the applicant must be currently practicing or eligible to practice as well as show evidence that s/he has passed the national certification examination and meets, or is able to meet, state licensure requirements.

## ***PREREQUISITES***

Applicants will need to develop a research proposal and work through the DRB or IRB process prior to taking the capstone courses, OT 593 and OT 594. Demonstrable knowledge of research methods, statistics, and writing skills is required. Alumni who are lacking in such background will be required to complete preparatory undergraduate course work prior to advancing to the capstone experience. Applicants who are not alumni will be required to take OT 493, Research Methods, in addition to other preparatory work.

## ***CURRICULUM***

The Master of Science in OT degree for practitioners with a Bachelor of Science in OT is 24 graduate credits.

The courses for the Master of Science in OT for OT practitioners are identical to those for the existing entry-level Master of Science (excepting OT 581, 582, and 583). Courses may be taken in any order except for OT 593 and 594. They must be taken in sequence. Courses will be offered at times convenient to the non-traditional student such as evenings, weekends, intersessions, and summers. Traditional students may also benefit from this flexibility. It is estimated that part-time students will be able to complete the degree in two calendar years.

## ***ACCREDITATION***

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduates of the program are able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the individual is an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.



# COURSE DESCRIPTIONS

## Credits

### OT 501.

#### Leadership in Occupational Therapy

3

Extensive analysis of the past, present and future of leadership in occupational therapy. This course will examine the historical influences of the profession's founders, current trends in occupational therapy leadership, and possibilities for leadership evolution. Identification of the tools that constitute the artifacts of occupational therapy's leadership culture will be interwoven throughout the course. Original works by past and present leaders in occupational therapy will provide opportunity to analyze the personal and professional development of individual leadership qualities and styles.

### OT 502.

#### Advanced Occupational Therapy Theory

3

(Prerequisite: OT 581 or 582) In-depth analysis of how theory and knowledge is constructed, and its effect on practice. This course will examine factors that influence the development of OT theory and knowledge by demonstrating how basic inquiry leads to application and the refinement of what constitutes best practice. A review of how occupational-therapy paradigms have been established and changed over time and how these changes have influenced occupational-therapy practice will be presented. Particular attention will be paid to the cultural, economic, and demographic motivators of theory development and application.

### OT 560.

#### Advanced Interpersonal Dynamics

3

A review of the concepts and aspects of intrapersonal, interpersonal, and group dynamics provides a foundation for advanced study of human interactions between the disabled and the abled. An in-depth analysis of disability from the vantage point and perspective of the disabled is explored. Contemplation of this very diverse culture, as seen through the lenses

of individuals with disabilities, is offered to enhance the analysis and understanding of self and others. Theoretical approaches and concepts are integrated through directed group activities.

### OT 575.

#### Advanced Clinical Practice

3

(Prerequisites, OT 581 or 582) In-depth exposure to selected areas that represent the current focus of advanced practice in occupational therapy. The areas of practice explained in the course will include community-based programs, non-medical settings, alternative care, and natural environments. These practice areas will examine the role of occupation for individuals and families in the context of real-life. Additionally, the course will address theoretical concepts and advanced practice skills in assistive technology and positioning/seating systems. The Model of Disabilities and its effect on the individual and society will be explored through the framework of advocacy and relationship-based care.

### OT 581.

#### OT Level II Internship I: Psychosocial Rehabilitation

6

(Prerequisite: completion of all undergraduate course work or academic graduate course work) Full-time, supervised, level II clinical experience in the area of psychosocial rehabilitation. In order to be eligible to sit for the national certification examination for Occupational Therapist Registered, the student must achieve at least the minimum scores on the AOTA Fieldwork Evaluation.

### OT 582.

#### OT Level II Internship II: Physical Rehabilitation

6

(Prerequisite: completion of all undergraduate course work or academic graduate course work) Full-time, supervised, level II clinical experience in the area of physical rehabilitation. In order to be eligible to sit for the national certification examination for Occupational Therapist Registered, the student must achieve at least the minimum scores on the AOTA Fieldwork Evaluation.

**OT 583.**

**OT Level II Internship III: Specialty 4-6**  
(Prerequisites, OT 581 and OT 582) Full-time, supervised, level II clinical experience in a specialty area of practice.

**OT 593.****OT Applied Clinical Research I 3**

(Prerequisites, OT 483, OT 581 or OT 582) This course is the second of three courses that comprise the capstone experience. It is designed to promote entry-level research competencies in health-care, education, and community settings by engagement in actual research activities that are drawn upon and amplified in the research process under the direction of a research advisor. The student will gain first-hand knowledge of three major roles applicable to this level, including consumer of research, assistant to a research investigator, and/or a beginning research investigator.

**OT 594.****OT Applied Clinical Research II 3**

(Prerequisites, OT 593) This course is the third and last course in the capstone experience. It involves the completion of a systematic research study that is based on a body of knowledge or theoretical approach, and designed to contribute to the field of occupational therapy. This form of scientific inquiry is embedded in an investigation that utilizes quantitative and/or qualitative scientific methods and research designs to address specific practice-based questions. The focus of the research study is to contribute to the knowledge base, gain and disseminate information necessary for sound decision-making regarding issues of concern to the profession of occupational therapy.



*Recipients of The Graduate School's 2002 Outstanding Achievement Awards: Seated; from left: Kathy S. Lee, (Education); Caroline E. McDaniels, (Occupational Therapy); Sarah Gazdalski, (Business Administration); Jaime Lynn Eilbacher, (Physical Therapy); Maria Lee Duricko, (Education). Middle row; from left: Dr. Beth E. Barnett, Provost/Academic Vice President for Academic Affairs; Dr. Rose Sebastianelli, Dean; Tatyana V. Nikiforova, (Business Administration); Heather Coleen Cawley, (Business Administration); Jennifer Marie Schmidt, (Physical Therapy); Jessica Lynn Burke, (Physical Therapy); Ann Marie Holly, (Human Resources Administration); Nancy Catherine Vigorita, (Occupational Therapy); Lauren Melinda Mados, (Occupational Therapy); Derek Clarke Bellinger, (Human Resources Administration). Back row; from left: Kimberly M. Kutch, (Chemistry); Loren L. Stone, (Health Administration); Stephen Paul Roth, (Community Counseling); George K. Lynn, (School Counseling); Bronson B. Stone, (Education); Robbin M. Dolan, (Business Administration). Missing from photo: Joseph C. Glowzenski (Humanities), Jerzie-Ann Kissel (Occupational Therapy), Judith A. Lestansky (Rehabilitation Counseling), and Angela Keener Mirarchi (Nursing).*

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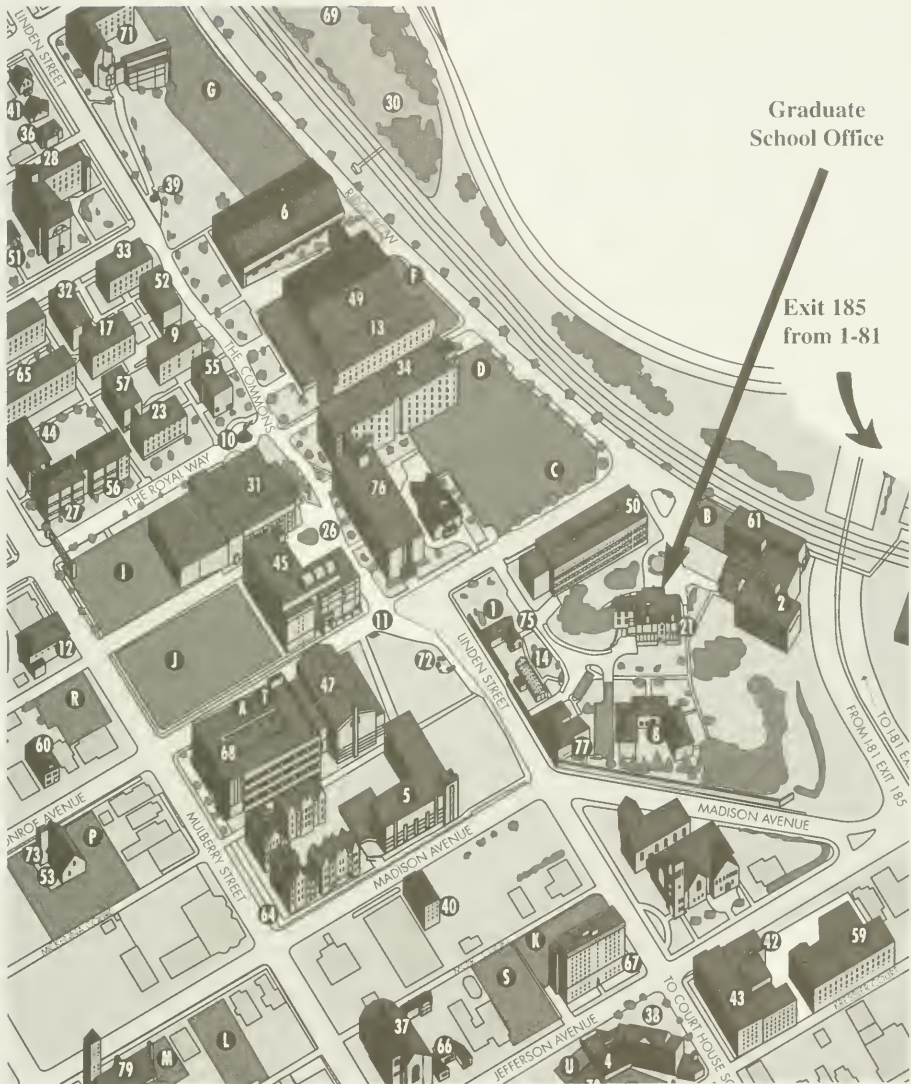
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# Campus Map



## Legend for Map

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